DOCUMENT RESUME

ED 334 392 CE 058 407

TITLE Standardized Curriculum for Home Economics (Enrichment).
INSTITUTION Mississippi State Dept. of Education, Jackson. Office of Vocational, Technical and Adult Education.
PUB DATE 88
NOTE 166p.; For related documents, see CE 058 387-419.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Behavioral Objectives; Check Lists; Child Development; Child Rearing; Clothing; Community Resources; Competency Based Education; Consumer Economics; Consumer Education; *Core Curriculum; Credit (Finance); *Curriculum Enrichment; Family Health; Family Relationship; Food; Health; *Home Economics; Home Management; Housing; Individual Development; Individual Needs; Interior Design; Life Style; Marriage; Money Management; Nutrition; Occupational Safety and Health; Parenthood Education; Peer Relationship; Physical Fitness; Secondary Education; State Curriculum Guides; *State Standards; Student Evaluation
IDENTIFIERS Mississippi

ABSTRACT

Standardized vocational education titles and core contents are provided for 10 home economics courses offered in Mississippi: (1) living skills; (2) exploratory home economics; (3) consumer homemaking I; (4) child care; (5) clothing and textiles; (6) consumer education; (7) family living and parenting; (8) family/individual health; (9) foods and nutrition; and (10) housing. Each course contains a number of units consisting of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (NLA)

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ED334392

Standardized Curriculum For

Home Economics

(Enrichment)

Mississippi Department of Education
Bureau of
Vocational, Technical
and Adult Education

CE058407

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STANDARDIZED CURRICULA

FOR

HOME ECONOMICS (ENRICHMENT)

MISSISSIPPI DEPARTMENT OF EDUCATION

BUREAU OF VOCATIONAL, TECHNICAL

AND ADULT EDUCATION

SPRING, 1988

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Published by the:

Bureau of Vocational, Technical and Adult Education
Mississippi State Department of Education

and

Research and Curriculum Unit for Vocational, Technical and Adult Education
College of Education
Mississippi State University
Mississippi State, Mississippi

1988

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FOREWORD

This volume is intended to be used in the state of Mississippi as a mechanism for standardizing vocational education course titles and core contents. The need for standardization of curricula was triggered by provisions in the Educational Reform Act of 1982 which mandated:

-- elimination of nearly all currently existing curriculum requirements and development of new curriculum content that is "properly sequenced" and "coordinated";

-- steps to ensure that students master one level of course work before being advanced to the next level and that progression is properly sequenced;

-- a criterion-referenced statewide testing program that is built upon an identified set of "basic skills" keyed to student performance in grades 3, 5, 8, and 11;

-- revised graduation requirements that take into account student performance on the basic skills and also on a test of "functional literacy skills"; and

-- a system of accrediting schools that takes into account the performance of districts and schools and students.

In addition to the mandates of the Educational Reform Act, the Strategic Plan for Vocational and Technical Education in Mississippi also calls for improving the quality of vocational and technical education through the standardization of curricula and the articulation of secondary and postsecondary programs.

Both of these mandates were further reinforced by legislation passed in 1988 (Section 14, H.B. No. 601) which stated that the "State Department of Education shall provide an instructional program and establish guidelines and procedures for managing such a program in the public schools..." Local districts are encouraged to adapt this program and accompanying procedures to all instructional areas. Districts are given the option of adopting the instructional program and management system provided by the State Department of Education or adopting their own program as long as it meets or exceeds the criteria established by the State Department of Education.

The legislation calls the State Department of Education to provide for instructional program and management guidelines which require for every public school district that:

1. All courses taught in Grades K-8 containing skills tested through the Mississippi Basic Skills Assessment Program, all secondary school courses mandated for graduation, and all courses in the end-of-course testing program shall include the State Department of Education's written list of learning objectives.

2. The local school board must adopt the objectives that will form the core curriculum which will be systematically delivered throughout the district.

3. The set of objectives must be accompanied by suggested instructional practices and resources that would help teachers organize instruction. Such instructional practices and resources are to be used as suggestions and the goal of the program is mastery of the objectives by the students and not to limit the way a teacher may teach.

4. Standards for student performance must be established for each core objective in the local program and those standards establish the district's definition of mastery for each objective.

5. At least once during each school year, student performance on the set of learning objectives for each subject must be evaluated. Student performance on each objective must be measured at least once each year.

6. There shall be an annual review of student performance in the instructional program against locally established standards. When weaknesses exist in the local program, the district shall take action to improve student performance.

7. A permanent record of performance for each student must be maintained for all objectives tested by the Basic Skills Assessment Program and Functional Literacy Examination.

8. The State Board of Education and the board of trustees of each school district shall adopt policies to limit and reduce the number and length of written reports that classroom teachers are required to prepare.

9. The law shall not be construed to limit teachers from using their own professional skills to help students master the objectives, nor shall it be construed as a call for more detailed or complex lesson plans or any increase in testing at the local school district level.

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LIVING SKILLS

COURSE GUIDE

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COURSE OUTLINE

LIVING SKILLS

Unit No.	Unit Title
1	Personal Development
2	Relationships
3	Foods and Nutrition
4	Consumer Education

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Living Skills

Unit No.: 1 Unit Title: Personal Development

Objectives: Upon completion of this unit, the student will:

*1. identify basic needs that one has in common with his/her peers.
*2. identify characteristics that make one unique.
*3. define selected terms related to personal development.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Role playing
Case studies
Filmstrips, films, and ETV

Suggested Resources:

Primary Source: Riker, Audrey and Charles. Me, Understanding Myself and Others. Encino, CA: Bennett and McKnight. 1980.

Additional Resources: Ament, K. Steps in Home Living. Encino, CA: Bennett and McKnight. 1984.
Barclay, M. and others. Teen Guide to Homemaking. New York, NY: McGraw-Hill, Webster Division. 1985.
Clayton, N. Young Living. Encino, CA: Bennett and McKnight. 1983.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify physical, mental and emotional characteristics that he/she has in common with his/her peers with at least 80% accuracy.
*Objective 2: The student will identify physical, mental and emotional characteristics that make him/her unique with at least 80% accuracy.
*Objective 3: The student will define the following selected vocabulary words related to personal development: adolescent, cope, emotions, environment, goals, grooming, heredity, manners, self-concept, and values with at least 80% accuracy.

*Indicates core/essential objectives

Performance Record:

_____*1. Identified basic needs that one has in common with his/her peers.
_____*2. Identified characteristics that make one unique.
_____*3. Defined selected words related to personal development.

*Indicates core/essential objectives.

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INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Living Skills

Unit No.: 2 Unit Title: Relationships

Core Objectives: Upon completion of this unit, the student will:

*1. identify characteristics essential for developing and maintaining satisfying relationships.
*2. define selected terms related to relationships.

*indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Brainstorming
Case studies
Films, filmstrips, or ETV

Suggested Resources:

Primary Source: Riker, Audrey and Charles. Me, Understanding Myself and Others. Bennett and McKnight. Encino, CA. 1982.

Additional Resources: Ament, K. Steps in Home Living. Encino, CA: Bennett and McKnight. 1984.
Barclay, M. and others. Teen Guide to Homemaking. New York, NY: McGraw-Hill, Webster Division. 1985.
Clayton, N. Young Living. Encino, CA: Bennett and McKnight. 1983.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will select from a list 3 characteristics that are essential for developing and maintaining satisfying relationships.
*Objective 2: The student will define the following selected terms related to relationships: attitude, compromise, crises, family, handicap, parent/guardian/step-parent, peer pressure, popularity, senior citizen/golden aged, and sibling with at least 80% accuracy.

*indicates core/essential objectives

Performance Record:

_____*1. Identified characteristics essential for developing and maintaining satisfying relationships.

_____*2. Defined selected terms related to relationships.

*Indicates core/essential objectives

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INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Living Skills

Unit No.: 3 Unit Title: Foods and Nutrition

Objectives: Upon completion of this unit, the student will:

*1. name the basic food groups.
*2. identify the number of servings from each food group that a teenager needs daily.
*3. list common nutrients.
*4. name a function of each nutrient.
*5. identify diseases and health problems related to malnutrition.
*6. Define selected terms related to foods and nutrition.

*Indicates core/essential objectives

Suggested Instructional Practices:

Discussion
Lecture
Filmstrips, films, and ETV

Suggested Resources:

Primary Source: Barclay, M. and others. Teen Guide to Homemaking. McGraw-Hill, Webster Division. New York, NY. 1985.

Additional Resources: Foster, J. Creative Living. Peoria, IL: Bennett and McKnight Co. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 4 basic food groups.
*Objective 2: The student will list the number of servings needed daily from each food group.
*Objective 3: The student will list 5 nutrients.
*Objective 4: The student will name one function of each nutrient.
*Objective 5: The student will choose from a list 6 diseases and health problems related to malnutrition.
*Objective 6: The student will define the following selected vocabulary words: additives and/or preservatives, anorexia, bulemia, calorie, digestion, empty calorie. health food and/or organic food, malnutrition, nutrient/nutrition, and obesity with at least 80% accuracy.

*Indicates core/essential objectives

Performance Record:

_____ *1. Named the basic food groups.

_____ *2. Identified the number of servings from each food group that a teenager needs daily.

_____ *3. Listed common nutrients.

_____ *4. Named a function of each nutrient.

_____ *5. Identified diseases and health problems related to malnutrition.

_____ *6. Defined selected terms related to malnutrition.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Living Skills

Unit No.: 4 Unit Title: Consumer Education

Objectives: Upon completion of this unit, the student will:

*1. distinguish between needs and wants.
*2. identify consumer rights.
*3. name consumer responsibilities.
*4. define selected terms related to consumer education.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Brainstorming
Case studies
Films, filmstrips, or ETV

Suggested Resources:

Primary Source: Bonnice, J. G. and Bannister, R. Developing Consumer Attitudes. South-Western Publishing Co., Dallas, TX. 1986.

Additional Resources: Foster, J. and others. Creative Living. Peoria, IL: Bennett and McKnight Co. 1986.

Kelly, Joan and Eubanks, Eddye. Today's Teen. Peoria, IL: Charles A. Bennett Co. 1981.

Parnell, F. Homemaking Skills for Everyday Living. South Holland, IL: Goodheart-Wilcox Co. 1981.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will distinguish between 3 wants and 3 needs from a given list with at least 80% accuracy.
*Objective 2: The student will identify 3 consumer rights with at least 80% accuracy.
*Objective 3: The student will name 3 consumer responsibilities with at least 80% accuracy.
*Objective 4: The student will define the following terms: advertisement, budget, capitalism, consumer, fraud, free enterprise, goods and services, income, savings, and warranty with at least 80% accuracy.

*Indicates core/essential objectives

Performance Record:

_____*1. Distinguished between needs and wants.
_____*2. Identified consumer rights.
_____*3. Named consumer responsibilities.
_____*4. Defined terms related to consumer education.

*Indicates core/essential objectives

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EXPLORATORY HOME ECONOMICS

COURSE GUIDE

Developed by

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COURSE OUTLINE

EXPLORATORY HOME ECONOMICS

Unit No.	Unit Title
1	Personal Development
2	Clothing
3	Foods
4	Money Management
5	Child Care

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Exploratory Home Economics

Unit No.: 1 Unit Title: Personal Development

Objectives: Upon completion of this unit, the student will:

*1. define self concept.
*2. list factors which make or influence personality.
*3. identify various physical and social-emotional needs in life.
*4. define values, goals, standards, and resources.
*5. list the steps in the decision-making process.
*6. identify types of communication.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Resource speakers
Films, filmstrips
Case studies

Suggested Resources:

Primary Source: Appleton Area School District. Home Economics Curriculum for Grades 7-8-9. Appleton, WI. 1978.

Additional Resources: Kelly, Joan, and Eubanks, Eddye. Today's Teen. Peoria, IL: Charles A. Bennett and Co. 1981.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will define self-concept.
*Objective 2: The student will identify 3 factors that influence personality.
*Objective 3: The student will identify 3 physical needs and 3 social-emotional needs in life.
*Objective 4: The student will define values, goals, standards, and resources.
*Objective 5: The student will list 6 steps in the decision-making process.
*Objective 6: The student will list 2 types of communication and give an example of each.

*Indicates core/essential objectives

Performance Record:

____*1. Defined self concept.

_____*2. Listed factors which make or influence personality.
_____*3. Identified various physical and social-emotional needs in life.
_____*4. Defined values, goals, standards, and resources.
_____*5. Listed the steps in the decision-making process.
_____*6. Identified types of communication.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Exploratory Home Economics

Unit No.: 2 Unit Title: Clothing

Objectives: Upon completion of this unit, the student will:

*1. identify the areas of grooming.
*2. identify the design elements used when selecting clothing.
*3. identify the signs of quality to check when buying ready-to-wear clothing.
*4. name tips for routine care of clothing.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Demonstration
Resource people
Films and filmstrips available

Suggested Resources:

Primary Source: Appleton Area School District. Home Economics Curriculum for Grades 7-8-9. Appleton, WI. 1978.

Additional Resources: Kelly, Joan, and Eubanks, Eddye. Today's Teen. Peoria, IL: Charles A. Bennett and Co. 1981.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 5 areas of grooming.
*Objective 2: The student will identify 4 design elements used when selecting clothing.
*Objective 3: The student will list 5 signs of quality to check when buying ready-to-wear clothing.
*Objective 4: The student will list 5 tips for routine care of clothing.

*Indicates core/essential objectives

Performance Record:

_____*1. identified the areas of grooming.
_____*2. identified the design elements used when selecting clothing.
_____*3. identified the signs of quality to check when buying ready to-wear clothing.

_____*4. Named tips for routine care of clothing.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Exploratory Home Economics

Unit No.: 3 Unit Title: Foods

Objectives: Upon completion of this unit, the student will:

*1. list the basic food groups.
*2. identify the major food nutrients and a function of each.
*3. identify guidelines for planning meals based on nutrition, appeal, and resources.
*4. identify safety and sanitation practices in the kitchen.
*5. describe rules for basic table setting.
*6. list rules to follow for proper manners.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Demonstration
Resource people
Role playing
Films, filmstrips

Suggested Resources:

Primary Source: Appleton Area School District. Home Economics Curriculum for Grades 7-8-9. Appleton, WI. 1978.

Additional Resources: Foster, Josephine; Hogan, Janice; Herring, Bettie; Gieseking-Williams, Audrey. Creative Living. Encino, CA: Bennett and McKnight/Glencoe Publishing Company. 1985.

Kelly, Joan and Eubanks, Eddye. Today's Teen. Peoria, IL: Charles A. Bennett and Co. 1981.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list the 5 basic food groups and give 2 examples of each.
*Objective 2: The student will list 6 major classes of nutrients needed by the human body and 1 function of each.
*Objective 3: The student will list 3 guidelines for planning meals.
*Objective 4: The student will list 3 safety and 3 kitchen sanitation practices.
*Objective 5: The student will list 5 rules for basic table setting.

*Objective 6: The student will list 5 rules to follow for proper manners.

*Indicates core/essential objectives

Performance Record:

_____*1. Listed the basic food groups.
_____*2. Identified the major food nutrients and a function of each.
_____*3. Identified guidelines for planning meals based on nutrition, appeal, and resources.
_____*4. Identified safety and sanitation practices in the kitchen.
_____*5. Described rules for basic table setting.
_____*6. Listed rules to follow for proper manners.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Exploratory Home Economics

Unit No.: 4 Unit Title: Money Management

Objectives: Upon completion of this unit, the student will:

*1. define consumer.
*2. list steps in developing a spending plan.
*3. list services of different financial institutions.
*4. distinguish between consumer responsibilities and consumer rights.
*5. list guidelines to follow in comparison shopping.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Films, filmstrips
Resource people

Suggested Resources:

Primary Source: Kelly, Joan and Eubanks, Eddye. Today's Teen. Charles A. Bennett and Co. Peoria, IL. 1981.

Additional Resources: Foster, Josephine; Hogan, Janice; Herring, Bettie; Gieseking-Williams, Audrey. Creative Living. Encino, CA: Bennett and McKnight/Glencoe Publishing Company. 1985.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will define consumer.
*Objective 2: The student will list steps to follow in preparing a spending plan.
*Objective 3: The student will list 3 services of financial institutions.
*Objective 4: The student will distinguish between consumer responsibilities consumer rights.
*Objective 5: The student will list 4 guidelines to follow in comparison shopping.

*Indicates core/essential objectives

Performance Record:

_____*1. Defined consumer.
_____*2. Listed steps in developing a spending plan.
_____*3. Listed services of different financial institutions.

_____*4. Distinguished between consumer responsibilities and consumer rights.

_____*5. Listed guidelines to follow in comparison shopping.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Exploratory Home Economics

Unit No.: 5 Unit Title: Child Care

Objectives: Upon completion of this unit, the student will:

*1. identify developmental stages of child growth and development.
*2. list influence on child development.
*3. compile a list of responsibilities for care and safety of children while babysitting.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Resource people
Films or filmstrips

Suggested Resources:

Primary Source: Kelly, Joan and Eubanks, Eddye. Today's Teen. Charles A. Bennett and Co. Peoria, IL. 1981.

Additional Resources: Appleton Area School District. Home Economics Curriculum for Grades 7-8-9. Appleton, WI. 1978.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list 4 developmental stages of children.
*Objective 2: The student will list 4 influences on child development.
*Objective 3: The student will list 5 responsibilities for care and safety of children while babysitting.

*Indicates core/essential objectives

Performance Record:

_____*1. Identified developmental stages of child growth and development.
_____*2. Listed influences on child development.
_____*3. Compiled a list of responsibilities for care and safety of children while babysitting.

*Indicates core/essential objectives

CONSUMER HOMEMAKING I

COURSE GUIDE

Developed by

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COURSE OUTLINE

CONSUMER HOMEMAKING I

Unit No.	Unit Title
1	Orientation
2	Family Relations
3	Peer Relations
4	Food Habits, Fitness, and Good Health
5	Meal Planning and Table Service
6	Food Preparation
7	Wardrobe Planning
8	Pattern and Fabric Selection
9	Sewing Equipment
10	Clothing Construction
11	Child Care

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Consumer Homemaking I

Unit No.: 1 Unit Title: Orientation

Objectives: Upon completion of this unit, the student will:

*1. identify objectives of Consumer Homemaking.
*2. explain the importance of leadership organizations.
*3. state the goals and purposes of FHA/HERO as they relate to life.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Panel of former club officers
Films, slides, or videotapes

Suggested Resources:

Primary Source: Department of Vocational and Technical Education. Vocational Home Economics Education: Home Economics I. Stillwater, OK.

Additional Resources: Appleton Area School District. Home Economics Curriculum for Grades 7-8-9. Appleton, WI. 1978.
Texas Home Economics Department of Occupations and Technology. Conceptual Framework for Vocational Home Economics. Lubbock, TX: Texas Education Agency.
Handbook for Centered Leadership. Reston, VA: Future Homemakers of America 1910. 1982.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list 3 objectives of consumer homemaking.
*Objective 2: The student will list 3 reasons that leadership organizations are important.
*Objective 3: The student will name the goals of FHA/HERO and relate them to life.

*Indicates core/essential objectives

Performance Record:

_____*1. Identified objectives of Consumer Homemaking.
_____*2. Explained the importance of leadership organizations.

_____*3. Stated the goals and purposes of FHA/HERO as they relate to life.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Consumer Homemaking I

Unit No.: 2 Unit Title: Family Relations

Objectives: Upon completion of this unit, the student will:

*1. name ways that families differ.
*2. name responsibilities of a family to its members.
*3. describe the benefits of quality family living.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Films, slides, videotapes
Role playing

Suggested Resources:

Primary Source: Department of Vocational and Technical Education. Vocational Home Economics Education: Home Economics I. Stillwater, OK.

Additional Resources: Appleton Area School District. Home Economics Curriculum for Grades 7-8-9. Appleton, WI. 1978.

Texas Home Economics Department of Occupations and Technology. Conceptual Framework for Vocational Home Economics. Lubbock, TX: Texas Education Agency.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list 6 ways families differ.
*Objective 2: The student will name 2 responsibilities of a family to its members.
*Objective 3: The student will name and describe the benefits of quality family living with 70 percent accuracy.

*Indicates core/essential objectives

Performance Record:

_____*1. Named ways that families differ.
_____*2. Named responsibilities of a family to its members.
_____*3. Described the benefits of quality family living.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Consumer Homemaking I

Unit No.: 3 Unit Title: Peer Relations

Objectives: Upon completion of this unit, the student will:

*1. distinguish between acquired and inherited personality characteristics.
*2. list rules for good peer relations.
*3. discuss characteristics of quality friendship.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Films, slides, videotapes

Suggested Resources:

Primary Source: Department of Vocational and Technical Education. Vocational Home Economics Education: Home Economics I. Stillwater, OK.

Additional Resources: Appleton Area School District. Home Economics Curriculum for Grades 7-8-9. Appleton, WI. 1978.
Texas Home Economics Department of Occupations and Technology. Conceptual Framework for Vocational Home Economics. Lubbock, TX: Texas Education Agency.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will distinguish between acquired and inherited personality characteristics with 70 percent accuracy.
*Objective 2: The student will list 3 rules for good peer relations.
*Objective 3: The student will select from a list 4 characteristics of quality friendship.

*Indicates core/essential objectives

Performance Record:

_____*1. Distinguished between acquired and inherited personality characteristics.
_____*2. Listed rules for good peer relations.
_____*3. Discussed characteristics of quality friendship.
*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Consumer Homemaking I

Unit No.: 4 Unit Title: Food Habits, Fitness, and Good Health

Objectives: Upon completion of this unit, the student will:

*1. name factors which influence personal food habits.
*2. explain the role of exercise for good health.
*3. discuss the important of weight control.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Field trips
Resource speakers

Suggested Resources:

Primary Source: Department of Vocational and Technical Education. Vocational Home Economics Education: Home Economics I. Stillwater, OK.

Additional Resources: Appleton Area School District. Home Economics Curriculum for Grades 7-8-9. Appleton, WI. 1978.
Texas Home Economics Department of Occupations and Technology. Conceptual Framework for Vocational Home Economics. Lubbock, TX: Texas Education Agency.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 5 factors which influence personal food habits.
*Objective 2: The student will list 3 reasons why exercise is important for good health.
*Objective 3: The student will list 3 reasons for the importance of weight control.

*Indicates core/essential objectives

Performance Record:

_____*1. Named factors which influence personal food habits.
_____*2. Explained the role of exercise in good health.
_____*3. Discussed the importance of weight control.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Consumer Homemaking I

Unit No.: 5 Unit Title: Meal Planning and Table Service

Objectives: Upon completion of this unit, the student will:

*1. discuss the nutrients, their function, and sources of each.
*2. list the components of the basic food groups.
*3. list guidelines of menu/meal planning.
*4. demonstrate types of table service.

*Indicates core/essential objectives

Suggested Instructional Practices:

Demonstration
Lecture
Discussion
Films, filmstrips, videotapes
Resource speakers

Suggested Resources:

Primary Source: Department of Vocational and Technical Education. Vocational Home Economics Education: Home Economics I. Stillwater, OK.

Additional Resources: Appleton Area School District. Home Economics Curriculum for Grades 7-8-9. Appleton, WI. 1978.
Texas Home Economics Department of Occupations and Technology. Conceptual Framework for Vocational Home Economics. Lubbock, TX: Texas Education Agency.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will discuss the nutrients, their functions, and sources with 70 percent accuracy.
*Objective 2: The student will list the components of the basic food groups with 70 percent accuracy.
*Objective 3: The student will list 4 guidelines of menu/meal planning.
*Objective 4: The student will demonstrate 2 types of table service.

*Indicates core/essential objectives

Performance Record:

_____*1. Discussed nutrients, their functions, and their sources.
_____*2. Listed the components of the basic food groups.

_____*3. Listed guidelines of menu/meal planning.
_____*4. Demonstrated types of table service.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Consumer Homemaking I

Unit No.: 6 Unit Title: Food Preparation

Objectives: Upon completion of this unit, the student will:

*1. interpret abbreviations used in recipes.
*2. calculate equivalent measures.
*3. demonstrate proper use and care of tools and equipment.
*4. explain safe and sanitary practices in food preparation.
*5. practice proper procedures for measuring common recipe ingredients.
*6. prepare a variety of recipes following correct principles of food preparation.

*indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Demonstration
Films, filmstrips, or videotapes
Practical application

Suggested Resources:

Primary Source: Department of Vocational and Technical Education. Vocational Home Economics Education: Home Economics I. Stillwater, OK.

Additional Resources: Appleton Area School District. Home Economics Curriculum for Grades 7-8-9. Appleton, WI. 1978.
Texas Home Economics Department of Occupations and Technology. Conceptual Framework for Vocational Home Economics. Lubbock, TX: Texas Education Agency.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will match 70 percent of the abbreviations used in a recipe to their correct definition.
*Objective 2: The students will calculate 4 equivalent measures used in a recipe.
*Objective 3: The student will demonstrate use and care of 5 tools and 3 pieces of equipment in the kitchen.
*Objective 4: The student will demonstrate safety and sanitation practices in food preparation.

*Objective 5: The student will demonstrate measuring common recipe ingredients by proper procedures with 70 percent accuracy.

*Objective 6: The student will accurately prepare a dish from a recipe.

*Indicates core/essential objectives

Performance Record:

_____*1. Interpreted abbreviations used in recipes.
_____*2. Calculated equivalent measures.
_____*3. Demonstrated proper use and care of tools and equipment.
_____*4. Explained safe and sanitary practices in food preparation.
_____*5. Practiced proper procedures for measuring common recipe ingredients.
_____*6. Prepared a variety of recipes following correct principles of food preparation.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Consumer Homemaking I

Unit No.: 7 Unit Title: Wardrobe Planning

Objectives: Upon completion of this unit, the student will:

*1. discuss the influence of the elements and principles of design on clothing selection.
*2. identify characteristics of natural and synthetic fabrics.
*3. determine factors to consider in planning and purchasing clothing and accessories.
*4. describe basic clothing care.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Demonstration
Guest speakers
Films, videotapes, slides

Suggested Resources:

Primary Source: Department of Vocational and Technical Education. Vocational Home Economics Education: Home Economics I. Stillwater, OK.

Additional Resources: Appleton Area School District. Home Economics Curriculum for Grades 7-8-9. Appleton, WI. 1978.
Texas Home Economics Department of Occupations and Technology. Conceptual Framework for Vocational Home Economics. Lubbock, TX: Texas Education Agency.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will discuss the influence of the elements and principles of design on clothing selection with 70 percent accuracy.
*Objective 2: The student will identify 2 characteristics of natural and 2 characteristics of synthetic fabrics.
*Objective 3: The student will discuss 5 factors to consider in planning and purchasing clothing and accessories.
*Objective 4: The student will discuss basic clothing care procedures with 70 percent accuracy.

*Indicates core/essential objectives

Performance Record:

_____*1. Discussed the influence of the elements and principles of design on clothing selection.
_____*2. Identified characteristics of natural and synthetic fabrics.
_____*3. Determined factors to consider in planning and purchasing clothing and accessories.
_____*4. Described basic clothing care.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Consumer Homemaking I

Unit No.: 8 Unit Title: Pattern and Fabric Selection

Objectives: Upon completion of this unit, the student will

*1. take accurate body measurements.
*2. determine pattern type and size according to body proportions.
*3. list information found on the pattern envelope.
*4. identify appropriate pattern, fabrics, and notions.

*Indicates core/essential objectives

Suggested Instructional Practices:

Demonstrations
Lecture

Suggested Resources:

Primary Source: Department of Vocational and Technical Education. Vocational Home Economics Education: Home Economics I. Stillwater, OK.

Additional Resources: Appleton Area School District. Home Economics Curriculum for Grades 7-8-9. Appleton, WI. 1978.
Texas Home Economics Department of Occupations and Technology. Conceptual Framework for Vocational Home Economics. Lubbock, TX: Texas Education Agency.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will take body measurements with 80% accuracy.
*Objective 2: The student will determine pattern type and size according to body proportions with 80 percent accuracy.
*Objective 3: The student will list information found on pattern envelope with 70 percent accuracy.
*Objective 4: The student will select appropriate pattern fabric and notions for class project.

*Indicates core/essential objectives

Performance Record:

_____*1. Took accurate body measurements.
_____*2. Determined pattern type and size according to body proportions.

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_____*3. Listed information found on the pattern envelope.
_____*4. Identified appropriate pattern, fabrics, and notions.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Consumer Homemaking I

Unit No.: 9 Unit Title: Sewing Equipment

Objectives: Upon completion of this unit, the student will:

*1. identify basic and small sewing tools and their uses.
*2. demonstrate the use and care of a sewing machine.
*3. identify pressing equipment for sewing.

*Indicates core/essential objectives

Suggested Instructional Practices:

Demonstration
Displays
Handouts

Suggested Resources:

Primary Source: Department of Vocational and Technical Education. Vocational Home Economics Education: Home Economics I. Stillwater, OK.

Additional Resources: Appleton Area School District. Home Economics Curriculum for Grades 7-8-9. Appleton, WI. 1978.
Texas Home Economics Department of Occupations and Technology. Conceptual Framework for Vocational Home Economics. Lubbock, TX: Texas Education Agency.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The students will correctly identify basic small sewing tools and their uses with 70 percent accuracy.
*Objective 2: The student will demonstrate use and care of the sewing machine with 80 percent accuracy.
*Objective 3: The student will identify pressing equipment for sewing with 70 percent accuracy.

*Indicates core/essential objectives

Performance Record:

_____*1. Identified basic small sewing tools and their uses.
_____*2. Demonstrated the use and care of a sewing machine.
_____*3. Identified pressing equipment for sewing.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Consumer Homemaking I

Unit No.: 10 Unit Title: Clothing Construction

Objectives: Upon completion of this unit, the student will:

*1. list types of information found on pattern guide sheets.
*2. match pattern markings to their correct uses.
*3. demonstrate the ability to
    a. prepare pattern for layout.
    b. prepare pattern for cutting.
    c. pin pattern to fabric.
    d. cut garment pieces.
    e. make pattern markings.
    f. construct clothing project following basic sewing techniques.
*4. evaluate individual class project.

*Indicates core/essential objectives

Suggested Instructional Practices:

Demonstration
Handouts
Checklists

Suggested Resources:

Primary Source: Department of Vocational and Technical Education. Vocational Home Economics Education: Home Economics I. Stillwater, OK.

Additional Resources: Appleton Area School District. Home Economics Curriculum for Grades 7-8-9. Appleton, WI. 1978.
Texas Home Economics Department of Occupations and Technology. Conceptual Framework for Vocational Home Economics. Lubbock, TX: Texas Education Agency.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list types of information found on pattern guide sheets with 70 percent accuracy.
*Objective 2: The student will match pattern markings to their correct uses with 70 percent accuracy.
*Objective 3: The student will demonstrate the ability to:
    a. prepare pattern for layout with 70 percent accuracy.
    b. prepare pattern for cutting with 70 percent accuracy.

c. pin pattern to fabric with 70 percent accuracy.
d. cut garment pieces with 70 percent accuracy.
e. make pattern markings with 70 percent accuracy.
f. construct clothing project with 70 percent accuracy following basic sewing techniques.

*Objective 4. The student will complete an evaluation sheet of his/her class project.

*Indicates core/essential objectives

Performance Record:

_____*1. Listed types of information found on pattern guide sheets.
_____*2. Matched pattern markings to correct uses.
_____*3. Demonstrate the ability to:
a. prepare pattern for layout
b. prepare fabric for cutting
c. pinned pattern for cutting.
d. cut garment pieces.
e. make pattern markings
f. construct clothing project following basic sewing techniques.
_____*4. Evaluate individual class project.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Consumer Homemaking I

Unit No.: 11 Unit Title: Child Care

Objectives: Upon completion of this unit, the student will:

*1. describe characteristics of a good baby-sitter.
*2. distinguish between responsibilities of parents and responsibilities of baby-sitters.
*3. match frequent accidents in a child care situation to possible prevention measures.
*4. list characteristics of a safe toy.

*Indicates cores/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Demonstration

Suggested Resources:

Primary Source: Department of Vocational and Technical Education. Vocational Home Economics Education: Home Economics I. Stillwater, OK.

Additional Resources: Appleton Area School District. Home Economics Curriculum for Grades 7-8-9. Appleton, WI. 1978.
Texas Home Economics Department of Occupations and Technology. Conceptual Framework for Vocational Home Economics. Lubbock, TX: Texas Education Agency.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will life 5 characteristics of a good baby sitter.
*Objective 2: The student will list 3 responsibilities of parents and 3 different responsibilities of baby-sitters.
*Objective 3: The student will correctly match 70 percent of the frequent accidents in a child care situation to possible prevention measures.
*Objective 4: The student will list 3 points to consider in selecting a safe toy for a child.

*Indicates core/essential objectives

Performance Record:

_____*1. Described characteristics of a good baby-sitter.
_____*2. Distinguished between responsibilities of parents and responsibilities of baby-sitters.
_____*3. Matched frequent accidents in a child care situation to possible prevention measures.
_____*4. Listed characteristics of a safe toy.

*Indicates core/essential objectives

CHILD CARE

COURSE OUTLINE

Developed by

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COURSE OUTLINE

CHILD CARE

Unit No.	Title
1	Personal Perspectives
2	Preparing for Parenthood
3	Child Growth and Development
4	Guiding and Understanding the Young Child
5	Special Needs
6	Career Opportunities

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Child Care

Unit No.: 1 Unit Title: Personal Perspectives

Objectives: Upon completion of this unit, the student will:

*1. Discuss the importance of self acceptance in relation to parenthood.
*2. Define parenthood.
*3. Describe the importance of responsible parenthood.
*4. Describe the myths and realities of parenting.
*5. List qualities of a mature parent.
*6. List reasons for planning for parenthood.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Guest speakers
Audio visuals

Suggested Resources:

Primary Source: Louisiana Department of Education. Home Economics Curriculum Guide for Vocational Education. Bulletin 1695. Parenthood Education. Baton Rouge, LA. 1982.

Additional Resources: Brisbane, Holly E. The Developing Child, 3rd ed. Encino, CA: Glencoe Publishing Co. 1985.
Hildebrand. Parenting and Teaching Young Children. New York, NY: McGraw-Hill. 1981.
Audio Visuals (Pleasantville, NY: Sunburst Communications)
Exploring Your Feelings
Self Concept: How I Know Who I Am
Who Am I: Looking at Self Concept
How to Make Good Decisions
Making Decisions: You Can Learn How
OK To Say No: The Case for Waiting
Agencies
Mississippi Cooperative Extension Service, Mississippi State, Mississippi
March of Dimes

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will discuss 5 characteristics of self and their affect on parenthood.
*Objective 2: The student will define parenthood.
*Objective 3: The student will describe the importance of responsible parenting with 70 percent accuracy.
*Objective 4: The student will correctly describe 3 myths and 3 realities of parenting.
*Objective 5: The student will list a minimum of 5 qualities of a mature parent.
*Objective 6: The student will list 3 reasons for planning parenthood and discuss the value of each.

*Indicates core/essential objectives

Performance Record:

_____*1. Discussed the importance of self acceptance in relation to parenthood.
_____*2. Defined parenthood.
_____*3. Described the importance of responsible parenthood.
_____*4. Described the myths and realities of parenting.
_____*5. Listed qualities of a mature parent.
_____*6. Listed reasons for planning for parenthood.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Child Care

Unit No.: 2 Unit Title: Preparing for Parenthood

Objectives: Upon completion of this unit, the student will:

*1. describe the reproductive process.
*2. describe the physical and emotional changes that occur during pregnancy.
*3. identify factors involved in family planning.
*4. identify the importance of good prenatal care for the mother and unborn child.
*5. define childbirth.
*6. describe risks and other problems of teenage parenthood.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Audio visual resources
Guest speakers

Suggested Resources:

Primary Source: Hildebrand. Parenting and Teaching Young Children. McGraw-Hill. New York. 1981.

Additional Resources: Audio Visuals (Pleasantville, NY: Sunburst Communications)
Understanding Reproduction
Four Pregnant Teenagers: Four Choices
Teenage Birth Control: Why It Doesn't Work
OK To Say No: The Case for Waiting
Agencies
American Medical Association Disease Control Center, Atlanta, Georgia
March of Dimes

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will describe the reproductive process with 70 percent accuracy.
*Objective 2: The student will describe 3 physical and 3 emotional changes that occur during pregnancy.
*Objective 3: The student will identify 3 factors to consider in family planning.

*Objective 4: The student will describe importance of a good prenatal care program for the mother and unborn child with 70 percent accuracy.
*Objective 5: The student will define childbirth.
*Objective 6: The student will describe 3 health risks and 3 other problems of teenage parenthood.

*Indicates core/essential objectives

Performance Record:

_____*1. described the reproductive process.
_____*2. described the physical and emotional changes that occur during pregnancy.
_____*3. identified factors involved in family planning.
_____*4. identified the importance of good prenatal care for the mother and unborn child.
_____*5. defined childbirth.
_____*6. described risks and other problems of teenage parenthood.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Child Care

Unit No.: 3 Unit Title: Child Growth and Development

Core Objectives: Upon completion of this unit, the student will:

*1. list physical, social and emotional, mental, health and safety needs of infants.
*2. list physical, social and emotional, mental, health and safety needs of toddlers.
*3. list physical, social and emotional, mental, health and safety needs of preschoolers.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Handouts
Films
Resource persons

Suggested Resources:

Primary Source: Louisiana Department of Education. Home Economics Curriculum Guide for Vocational Education. Bulletin 1695. Parenthood Education. Baton Rouge, LA. 1982.

Additional Resources: Brisbane, Holly E. The Developing Child, 3rd ed. Encino, CA: Glencoe Publishing Co. 1985.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list physical, social and emotional, mental, health and safety needs of infants with 70 percent accuracy.
*Objective 2: The student will list physical, social and emotional, mental, health and safety needs of toddlers with 70 percent accuracy.
*Objective 3: The student will list physical, social and emotional, mental, health and safety needs of preschoolers with 70 percent accuracy.

*Indicates core/essential objectives

Performance Record:

_____*1. Listed physical, social and emotional, mental, health and safety needs of infants.

_____*2. Listed physical, social and emotional, mental, health and safety needs of toddlers.

_____*3. Listed physical, social and emotional, mental, health and safety needs of preschoolers.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Child Care

Unit No.: 4 Unit Title: Guiding and Understanding the Young Child

Objectives: Upon completion of this unit, the student will:

*1. describe the effectiveness of various methods of guidance on the development of the child.
*2. identify positive guidance techniques that are appropriate for children of different ages.
*3. name ways of developing a child's positive self concept.
*4. identify examples of positive communication in parent-child relationships.
*5. select toys and activities to facilitate development in children.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Role playing
Audio visuals
Resource speakers

Suggested Resources:

Primary Source: Louisiana Department of Education. Home Economics Curriculum Guide for Vocational Education. Bulletin 1695. Parenthood Education. Baton Rouge, LA. 1982.

Additional Resources: Brisbane, Holly E. The Developing Child, 3rd ed. Encino, CA: Glencoe Publishing Co. 1985.

Draper, Thomas; Garong, Marilyn Coleman; Goodell, Virginia. See How They Grow: Concepts in Child Development and Parenting. Encino, CA: Glencoe Publishing Co. 1982.

Audio Visuals (Pleasantville, NY: Sunburst Communications)
Child Development and Child Health
How an Average Child Behaves
What Do I See When I See Me?
Child Care Series

Agencies:
March of Dimes
Department of Public Health
Department of Public Welfare Mississippi

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: Given a case study, the student will identify the method of guidance that is appropriate with 70 percent accuracy.
*Objective 2: Given a list of 10 guidance techniques, the student will select 7 suitable for a child of a given age.
*Objective 3: The student will identify 3 ways to develop a child's positive self concept.
*Objective 4: Given a list of 10 statements, the student will select 7 examples of positive communication.
*Objective 5: The student will match toys and activities suitable for different ages of children with 70 percent accuracy.

*Indicates core/essential objectives

Performance Record:

_____*1. described the effectiveness of various methods of guidance on the development of the child.
_____*2. identified positive guidance techniques that are appropriate for children of different ages.
_____*3. named ways of developing a child's positive self concept.
_____*4. identified examples of positive communication in parent-child relationships.
_____*5. select toys and activities to facilitate development in children.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Child Care

Unit No.: 5 Unit Title: Special Needs

Objectives: Upon completion of this unit, the student will:

*1. list characteristics of an exceptional child.
*2. match types of child abuse and suggested measures of prevention.
*3. select appropriate ways to deal with crises affecting parent-child relationships.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Role playing
Audio visuals
Resource persons and agencies
Case studies

Suggested Resources:

Primary Source: Louisiana Department of Education. Home Economics Curriculum Guide for Vocational Education. Bulletin 1695. Parenthood Education. Baton Rouge, LA. 1982.

Additional Resources: Brisbane, Holly E. The Developing Child, 3rd ed. Encino, CA: Glencoe Publishing Co. 1985.
Draper, Henry E. and Draper, Wanda. The Caring Parent. Peoria, IL: Bennett and McKnight Publishing Co. 1983.
Audio Visuals (Pleasantville, NY: Sunburst Communications)
Child Abuse: Breaking the Cycle
Agencies
Mississippi Society for Prevention of Child Abuse
Mississippi State Extension Department
Mental Health Center
Department of Public Welfare
Department of Health

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list 3 characteristics of the exceptional child.
*Objective 2: The student will match 3 types of child abuse with the

recommended measures of prevention.

*Objective 3: The student will select from a list appropriate ways to deal with crises affecting parent-child relationships with 70 percent accuracy.

*Indicates core/essential objectives

Performance Record:

_____*1. listed differences involved in caring for an exceptional child.
_____*2. matched types of child abuse with prevention methods.
_____*3. selected ways to deal with parent-child crises.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Child Care

Unit No.: 6 Unit Title: Career Opportunities

Objectives: Upon completion of this unit, the student will:

*1. list career and job opportunities related to the field of child care.
*2. describe job and career ladders in child-care related fields.
*3. identify competencies needed by child-care personnel.
*4. list ways child care skills relate to other occupations.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Audio visual materials
Guest speakers

Suggested Resources:

Primary Source: Bristane. The Developing Child. Mission Hills, CA: Glencoe. 1985.

Additional Resources: Hildebrand. Parenting and Teaching Young Children. New York, NY: McGraw Hill. 1981.
Conger, Flora S., and Rose, Irene B. Child Care Aide Skills. New York, NY: Greg/McGraw Hill. 1979.
State Department of Education. Vocational Home Economics Education: Child Care. 2 vols. Stillwater, OK. 1982.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list 5 careers or job opportunities related to the field of child care.
*Objective 2: The student will describe job and career ladders in child-care related fields with 70 percent accuracy.
*Objective 3: The student will identify 10 competencies needed by child care personnel.
*Objective 4: The student will list 3 ways child care skills may be used in other occupations.

*Indicates core/essential objectives

Performance Record:

_____*1. listed career and job opportunities related to child care.
_____*2. described job and career ladders in child-care related fields.
_____*3. identified competencies needed by child care personnel.
_____*4. listed ways child care skills may relate to other occupations.

*Indicates core/essential objectives

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CLOTHING AND TEXTILES

COURSE GUIDE

Developed by

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COURSE OUTLINE

CLOTHING AND TEXTILES

Unit No.	Unit Title
1	Wardrobe Planning
2	Fabric Selection and Care
3	Sewing Equipment
4	Pattern Selection and Use
5	Garment Construction
6	Career Opportunities

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Clothing and Textiles

Unit No.: 1 Unit Title: Wardrobe Planning

Objectives: Upon completion of this unit, the student will:

*1. list principles of design.
*2. identify art elements used to achieve the principles of design.
*3. name factors to consider when planning a wardrobe to meet individual needs.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Demonstration
Films
Filmstrips
Guest speakers

Suggested Resources:

Primary Source: State Department of Vocational and Technical Education. Oklahoma Vocational Home Economics Curriculum. Stillwater, OK. 1977.

Additional Resources: Liddell, Louise A. Clothes and Your Appearance. South Holland, IL: Goodheart-Wilcox Co. 1981.
Guide to Modern Clothing. New York, NY: McGraw-Hill. 1984.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list 3 of the 5 principles of design.
*Objective 2: The student will list 3 of the 5 art elements.
*Objective 3: The student will select from a list 3 factors which should be considered when planning a wardrobe.

*Indicates core/essential objectives

Performance Record:

____*1. Listed 3 principles of design.
____*2. Identified art elements used to achieve the principles of design.

____*3. Named factors to consider when plannign a wardrobe to meet individual needs.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Clothing and Textiles

Unit No.: 2 Unit Title: Fabric Selection and Care

Objectives: Upon completion of this unit, the student will:

*1. classify fibers according to source.
*2. identify methods of fabric construction.
*3. name types of information found on hang tags and labels.
*4. name signs of quality in ready-made garments.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Demonstration

Suggested Resources:

Primary Source: State Department of Vocational and Technical Education. Oklahoma Vocational Home Economics Curriculum. Stillwater, OK. 1977.

Additional Resources: Liddell, Louise A. Clothes and Your Appearance. South Holland, IL: Goodheart-Wilcox Co. 1981.
Guide to Modern Clothing. New York, NY: McGraw-Hill. 1984.
Vanderhoff, Margie. Clothes, Clues, and Careers. Lexington, MA: Ginn and Co. 1981.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will classify 4 fibers as natural or man made.
*Objective 2: The student will identify knitting, weaving, and felting as the 3 methods of fabric construction.
*Objective 3: The student will name 3 items of information found on hang tags and labels.
*Objective 4: The student will name 4 signs of quality construction in ready-made garments.

*Indicartes core/essential objectives

Performance Record:

____*1. Classified fibers according to source.

_____*2. Identified methods of fabric construction.
_____*3. Named types of information found on hang tags and labels.
_____*4. Named signs of quality in ready-made garments.

*indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Clothing and Textiles

Unit No.: 3 Unit Title: Sewing Equipment

Objectives: Upon completion of this unit, the student will:

*1. identify small items of sewing equipment.
*2. demonstrate the ability to use measuring equipment.
*3. identify the parts of the sewing machine.
*4. demonstrate correct threading and safe operation of a sewing machine.
*5. identify and demonstrate the safe use of basic pressing equipment.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Illustration
Demonstration

Suggested Resources:

Primary Source: State Department of Vocational and Technical Education. Oklahoma Vocational Home Economics Curriculum. Stillwater, OK. 1977.

Additional Resources: Liddell, Louise A. Clothes and Your Appearance. South Holland, IL: Goodheart-Wilcox Co. 1981.
Guide to Modern Clothing. New York, NY: McGraw-Hill. 1984.
Vanderhoff, Margie. Clothes, Clues, and Careers. Lexington, MA: Ginn and Co. 1981.
The Singer Company, U.S. Consumer Products Divsions, Educational Department, 30 Rockefeller Plaza, New York, NY.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 7 out of 10 items of small sewing equipment.
*Objective 2: The student will read and apply measurements basic to sewing with 70 percent accuracy.
*Objective 3: The student will identify 70 percent of the parts of the sewing machine.

*Objective 4: The student will thread a sewing machine and demonstrate safe operation with 70 percent proficiency.

*Objective 5: The student will identify and demonstrate the safe use of 3 major pieces of pressing equipment with 100 percent accuracy.

*Indicates core/essential objectives

Performance Record:

_____*1. Identified small items of sewing equipment.
_____*2. Demonstrated the ability to use measuring equipment.
_____*3. Identified the parts of the sewing machine.
_____*4. Demonstrated correct threading and safe operation of a sewing machine.
_____*5. Identified and demonstrated the safe use of basic pressing equipment.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Clothing and Textiles

Unit No.: 4 Unit Title: Pattern Selection and Use

Objectives: Upon completion of this unit, the student will:

*1. interpret information on a pattern envelope.
*2. interpret basic information on the guide sheet.
*3. recognize pattern symbols.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Illustration
Discussion
Demonstration
Audio visuals

Suggested Resources:

Primary Source: State Department of Vocational and Technical Education. Oklahoma Vocational Home Economics Curriculum. Stillwater, OK. 1977.

Additional Resources: Liddell, Louise A. Clothes and Your Appearance. South Holland, IL: Goodheart-Wilcox Co. 1981.
Guide to Modern Clothing. New York, NY: McGraw-Hill. 1984.
Vanderhoff, Margie. Clothes, Clues, and Careers. Lexington, MA: Ginn and Co. 1981.
Know Your Pattern. New York, NY: Simplicity Educational Division.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will interpret the yardage chart for a specific garment and determine notions needed for that garment with 100 percent accuracy.
*Objective 2: The student will interpret basic information on the guide sheet to select and use the correct cutting layout with 100 percent accuracy.
*Objective 3: The student will recognize 70 percent of the pattern symbols.

*Indicates core/essential objectives

Performance Record:

_____*1. Interpreted information on a pattern envelope.
_____*2. Interpreted basic information on the guide sheet.
_____*3. Recognized pattern symbols.

*Indicates core/essential objectives

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INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Clothing and Textiles

Unit No.: 5 Unit Title: Garment Construction

Objectives: Upon completion of this unit, the student will:

*1. prepare fabric for pattern layout.
*2. utilize correct procedures for placing, pinning, cutting, and marking pattern pieces.
*3. construct a garment.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Demonstration
Practical application

Suggested Resources:

Primary Source: State Department of Vocational and Technical Education. Oklahoma Vocational Home Economics Curriculum. Stillwater, OK. 1977.

Additional Resources: Liddell, Louise A. Clothes and Your Appearance. South Holland, IL: Goodheart-Wilcox Co. 1981.
Guide to Modern Clothing. New York, NY: McGraw-Hill. 1984.
Vanderhoff, Margie. Clothes, Clues, and Careers. Lexington, MA: Ginn and Co. 1981.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will perfect the grain, press, and fold fabric for pattern layout with 80 percent accuracy.
*Objective 2: The student will identify, place, cut, and mark pattern pieces with 80 percent accuracy.
*Objective 3: The student will construct a garment with 70 percent accuracy.

*Indicates core/essential objectives

Performance Record:

_____*1. Prepared fabric for pattern layout.

_____*2. Utilized correct procedures for placing, pinning, cutting, and marking pattern pieces.

_____*3. Constructed a garment.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Clothing and Textiles

Unit No.: 6 Unit Title: Career Opportunities

Objectives: Upon completion of this unit, the student will:

*1. list career opportunities related to clothing and textiles.
*2. list hobbies which may lead to gainful employment.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Guest speakers
Audio visuals
Field trips

Suggested Resources:

Primary Source: State Department of Vocational and Technical Education. Oklahoma Vocational Home Economics Curriculum. Stillwater, OK. 1977.

Additional Resources: Liddell, Louise A. Clothes and Your Appearance. South Holland, IL: Goodheart-Wilcox Co. 1981.
Guide to Modern Clothing. New York, NY: McGraw-Hill. 1984.
Vanderhoff, Margie. Clothes, Clues, and Careers. Lexington, MA: Ginn and Co. 1981.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list 3 career opportunities related to clothing and textiles.
*Objective 2: The student will list 3 hobbies which may lead to gainful employment.

*Indicates core/essential objectives

Performance Record:

_____*1. Listed career opportunitie related to clothing and textiles.
_____*2. Listed hobbies which may lead to gainful employment.

*Indicates core/essential objectives

CONSUMER EDUCATION

COURSE GUIDE

Developed by

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COURSE OUTLINE

CONSUMER EDUCATION

Unit No.	Unit Title
1	Consumer Decisions
2	Money Management
3	Credit
4	Consumer Buying
5	Consumer Citizenship

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INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Consumer Education

Unit No.: 1 Unit Title: Consumer Decisions

Objectives: Upon completion of this unit, the student will:

*1. define values.
*2. define short, medium, and long-range goals.
*3. identify what is meant by "standards".
*4. define needs and wants.
*5. identify human material resources.
*6. list steps in the decision-making process.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion

Suggested Resources:

Primary Source: Maedke, Wilmer D. Consumer Education. Encino, CA: Glencoe Publishing Co. 1984.

Additional Resources: Texas Tech College of Economics. Consumer Education: Specialized Course. Lubbock, TX.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will define values.
*Objective 2: The student will define short, medium, and long range goals and list an example of each.
*Objective 3: The student will define "standards".
*Objective 4: The student will define needs and wants.
*Objective 5: The student will name two human resources and one material resource.
*Objective 6: The student will list 5 steps in the decision-making process.

*Indicates core/essential objectives

Performance Record:

_____*1. Defined values.
_____*2. Defined short, medium, and long-range goals.
_____*3. Identified what is meant by "standards".
_____*4. Defined needs and wants.

_____*5. Identified human and material resources.
_____*6. Listed steps in the decision-making process.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Consumer Education

Unit No.: 2 Unit Title: Money Management

Objectives: Upon completion of this unit, the student will:

*1. identify the sources of income.
*2. prepare a personal spending plan.
*3. list reasons for savings plans.
*4. explain various types of savings plans.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion

Suggested Resources:

Primary Source: Maedke, Wilmer D. Consumer Education. Encino, CA: Glencoe Publishing Co. 1984.

Additional Resources: Campbell, Sally R. The Confident Consumer. South Holland, IL: Goodheart-Wilcox Co. 1982.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will name 3 sources of income that are available to family members.
*Objective 2: The student will develop a spending plan.
*Objective 3: The student will list 3 reasons for having a savings plan.
*Objective 4: The student will explain 3 types of savings plans.

*Indicates core/essential objectives

Performance Record:

_____*1. Identified the sources of income.
_____*2. Prepared a personal spending plan.
_____*3. Listed reasons for savings plans.
_____*4. Explained various types of savings plans.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Consumer Education

Unit No.: 3 Unit Title: Credit

Objectives: Upon completion of this unit, the student will:

*1. explain credit and its use.
*2. summarize the types of credit available from varous sources.
*3. compute the cost of credit.
*4. identify factors which make a consumer a good credit risk.
*5. explain consumer rights and responsibilities in the use of credit.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Community resource person

Suggested Resources:

Primary Source: Maedke, Wilmer D. Consumer Education. Encino, CA: Glencoe Publishing Co. 1984.

Additional Resources: Texas Tech College of Economics. Consumer Education: Specialized Course. Lubbock, TX.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will explain use of credit.
*Objective 2: The student will identify 3 different types and sources of credit.
*Objective 3: The student will use a standard form to compute annual interest cost for credit.
*Objective 4: The student will list 3 characteristics of a consumer who is a good credit risk.
*Objective 5: The student will list and explain 2 rights and 2 responsibilities in use of credit.

*Indicates core/essential objectives

Performance Record:

_____*1. Explained credit and its use.
_____*2. Summarized the types of credit available from various sources.
_____*3. Computed the cost of credit.

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_____*4. Identified factors which make a consumer a good credit risk.

_____*5. Explained consumer rights and responsibilities in the use of credit.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Consumer Education

Unit No.: 4 Unit Title: Consumer Buying

Objectives: Upon completion of this unit, the student will:

*1. design a food shopping plan based on various family needs and resources.
*2. describe comparison shopping techniques.
*3. define factors influencing clothing choices.
*4. name and explain the various factors in wardrobe planning.
*5. describe factors which influence the selection of various types of housing.
*6. identify transportation needs.
*7. compute costs of owning and operating an automobile.
*8. list and explain major services purchased by consumers.
*9. describe questions consumers should ask in order to get the best service for their money.
*10. describe types of insurance to meet specific needs.
*11. list questions to be asked when selecting each basic type of insurance.

*indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Community resource person
Audio visuals

Suggested Resources:

Primary Source: Maedke, Wilmer D. Consumer Education. Encino, CA: Glencoe Publishing Co. 1984.

Additional Resources: Texas Tech College of Economics. Consumer Education: Specialized Course. Lubbock, TX.

Campbell, Sally R. The Confident Consumer. South Holland, IL: Goodheart-Wilcox Co. 1982.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will plan food-shopping for families at 3 different income levels.
*Objective 2: The student will list 3 comparison shopping techniques used to determine cost of various food items.
*Objective 3: The student will define 2 personal factors and 1 non-

personal factor influencing clothing choices.

*Objective 4: The student will list 2 personal factors and 1 environmental factor influencing wardrobe planning.

*Objective 5: The student will describe 5 factors which influence the selection of various types of housing.

*Objective 6: The student will identify 3 factors involved in determining transportation needs.

*Objective 7: The student will compute costs of owning and operating an automobile with 70 percent accuracy.

*Objective 8: The student will list and explain 8 categories of major services purchased by consumers.

*Objective 9: The student will list and discuss 3 questions consumers should ask in order to get the best service for their money.

*Objective 10: The student will list 2 considerations associated with purchasing each of the following types of insurance:

a. automobile
b. health
c. home owners
d. life.

*Objective 11: The student will list 5 basic questions to be asked when selecting basic types of insurance.

*Indicates core/essential objectives

Performance Record:

_____*1. Designed a food-shopping plan based on various family needs and resources.
_____*2. Described comparison shopping techniques.
_____*3. Defined factors influencing clothing choices.
_____*4. Named and explained the various factors in wardrobe planning.
_____*5. Described factors which influence the selection of various types of housing.
_____*6. Identified transportation needs.
_____*7. Computed costs of owning and operating an automobile.
_____*8. Listed and explained major services purchased by consumers.
_____*9. Described questions consumers should ask in order to get the best services for their money.
_____*10. Described types of insurance to meet specific needs.
_____*11. Listed questions to be asked when selecting each basic type of insurance.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Consumer Education

Unit No.: 5 Unit Title: Consumer Citizenship

Objectives: Upon completion of this unit, the student will:

*1. define fraud, deceptive practices, and quackery.
*2. identify publications that provide accurate information to the consumer.
*3. name sources of consumer protection.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Audio visuals
Community resource people

Suggested Resources:

Primary Source: Maedke, Wilmer D. Consumer Education. Encino, CA: Glencoe Publishing Co. 1984.

Additional Resources: Texas Tech College of Economics. Consumer Education: Specialized Course. Lubbock, TX.

Campbell, Sally R. The Confident Consumer. South Holland, IL: Goodheart-Wilcox Co. 1982.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will define fraud, deceptive practices and quackery.
*Objective 2: The student will identify 2 publications that provide accurate information to the consumer.
*Objective 3: The student will name 2 sources available to protect the consumer at the local and national levels.

*Indicates core/essential objectives

Performance Record:

_____*1. Defined fraud, deceptive practices, and quackery.
_____*2. Identified publications that provide accurate information to the consumer.
_____*3. Named sources of consumer protection.

*Indicates core/essential objectives

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FAMILY LIVING AND PARENTING

COURSE GUIDE

Developed by

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COURSE OUTLINE

FAMILY LIVING AND PARENTING

Unit No.	Unit Title
1	Personal Growth and Human Interaction
2	Adult Roles
3	Marriage and Future Lifestyles
4	Family Life
5	Marital Adjustment
6	Marriage Realities
7	Community Resources
8	Responsible Parenthood

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Family Living and Parenting

Unit No.: 1 Unit Title: Personal Growth and Human Interaction

Core Objectives: Upon completion of this unit, the student will:

*1. identify life skills essential for personal growth, human interaction, and job success.
*2. identify basic personality needs.
*3. describe emotional and social maturity.
*4. determine individual responsibility for personal growth.
*5. list personal growth deficiencies.
*6. identify factors related to employability.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Demonstration
Films and filmstrips

Suggested Resources:

Primary Source: Abendroth, Ruth. Changes and Choice. South Holland, IL: Goodheart-Wilcox. 1986.

Additional Resources: West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions. 2 vols. Huntington, WV. 1979.
Ryder, Verdene. Contemporary Living. Goodheart-Wilcox Company, Inc. South Holland, IL. 1987.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 8 life skills essential for personal growth, human interaction, and job success.
*Objective 2: The student will name 4 basic personality needs.
*Objective 3: The student will describe and give an example of emotional and social maturity.
*Objective 4: The student will explain 4 responsibilities needed for personal growth.
*Objective 5: The student will list 4 personal growth deficiencies.
*Objective 6: The student will list 4 factors relevant to employability.

*Indicates core/essential objectives

Performance Record:

_____*1. Identified life skills essential for personal growth, human interaction, and job success.
_____*2. Identified basic personality needs.
_____*3. Described emotional and social maturity.
_____*4. Determined individual responsibility for personal growth.
_____*5. Listed personal growth deficiencies.
_____*6. Identified factors related to employability.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Family Living and Parenting

Unit No.: 2 Unit Title: Adult Roles

Objectives: Upon completion of this unit, the student will:

*1. list the differences between short- and long-term goals.
*2. identify the decision-making process.
*3. Describe types of communication skills.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Demonstration
Films and filmstrips

Suggested Resources:

Primary Source: Abendroth, Ruth. Changes and Choice. South Holland, IL: Goodheart-Wilcox. 1986.

Additional Resources: West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions. 2 vols. Huntington, WV. 1979.
J. C. Penny Forum Spring/Summer 1972 "Current Lifestyles" (Home Management Bulletin)

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list 2 differences between short- and long-term goals.
*Objective 2: The student will list in chronological order 6 steps in decision making.
*Objective 3: The student will list 4 communication skills.

*Indicates core/essential objectives

Performance Record:

_____*1. List the differences between short- and long-term goals.
_____*2. Identified a decision-making process.
_____*3. Described types of communication skills.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Family Living and Parenting

Unit No.: 3 Unit Title: Marriage and Future Lifestyles

Objectives: Upon completion of this unit, the student will:

*1. Identify the values and purposes of dating experiences.
*2. Differentiate between romantic love and lasting love.
*3. Identify qualities that indicate marriage readiness.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Resource speakers

Suggested Resources:

Primary Source: Abendroth, Ruth. Changes and Choice. South Holland, IL: Goodheart-Wilcox. 1986.

Additional Resources: Ryder, Verdene. Contemporary Living. South Holland, Il: Goodheart-Wilcox Co., Inc. 1987.
Ricker, Audrey, and Brisbane, Holly. Married and Single Life. Encino, CA: Bennett and McKnight/Glencoe. 1984.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list 4 positive reasons for dating.
*Objective 2: Given a list of characteristics, the student will distinguish between those associated with romantic love and those associated with lasting love.
*Objective 3: The student will list 5 qualities that indicate marriage readiness.

*Indicates core/essential objectives

Performance Record:

_____*1. Identified the values and purposes of dating experiences.
_____*2. Differentiated between romantic love and lasting love.
_____*3. Identified qualities that indicate marriage readiness.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Family Living and Parenting

Unit No.: 4 Unit Title: Family Life

Objectives: Upon completion of this course, the student will:

*1. Identify differences in family types.
2. Identify societal behaviors that affect the family.
3. Contrast family needs during stages of family life.
4. Identify positive ways of strengthening families.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Case Studies

Suggested Resources:

Primary Source: Abendroth, Ruth. Changes and Choice. South Holland, IL: Goodheart-Wilcox. 1986.

Additional Resources: West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions. 2 vols. Huntington, WV. 1979.
Ricker, Audrey and Brisbane, Holly. Married and Single Life. Encino, CA: Bennett and McKnight/Glencoe. 1984.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will match 70 percent of a list of characteristics to the correct family type.
Objective 2: The student will present a collection of 7 current articles indicating society's effect on the family.
Objective 3: The student will identify differences between 3 of the family life cycle stages.
Objective 4: The student will list 5 positive ways to strengthen the family.

*Indicates core/essential objectives

Performance Record:

_____*1. Identified differences in family types.
_____ 2. Identified societal behaviors that affect the family.
_____ 3. Contrasted family needs during stages of family life.
_____ 4. Identified positive ways of strengthening families.
*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Family Living and Parenting

Unit No.: 5 Unit Title: Marital Adjustment

Objectives: Upon completion of this unit, the student will:

*1. identify common sources of early marriage conflicts.
*2. suggest viable solutions to common early conflicts.
*3. describe the role of conflict and quarreling in marriage adjustment.
*4. identify sources of professional help in dealing with marriage problems.
*5. identify types of family crises.
*6. list marriage factors that can lead to divorce.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Community resources
Audio visuals

Suggested Resources:

Primary Source: Abendroth, Ruth. Changes and Choice. South Holland, IL: Goodheart-Wilcox. 1986.

Additional Resources: Ricker, Audrey, and Brisbane, Holly. Married and Single Life. Encino, CA: Bennett and McKnight/Glencoe. 1984.
Ryder, Verdene. Contemporary Living. Goodheart-Wilcox Company, Inc. South Holland, IL. 1987.
Smith, Rebecca and Apicelli, Mary. Family Matters. New York, NY: Butterick Publishing Co. 1982.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 4 common sources of early marriage conflict.
*Objective 2: The student will develop 1 solution for each conflict identified.
*Objective 3: The student will correctly describe the role of conflict and quarreling in marital adjustment.
*Objective 4: The student will name 5 sources of professional help in dealing with marital problems.

*Objective 5: The student will correctly list 5 types of family crises.

*Objective 6: The student will name 5 marriage factors that can lead to divorce.

*indicates core/essential objectives

Performance Record:

_____*1. Identified common sources of early marriage conflicts.
_____*2. Suggested viable solutions to common early conflicts.
_____*3. Described the role of conflict and quarreling in marriage adjustment.
_____*4. Identified sources of professional help in dealing with marital problems.
_____*5. Identified types of family crises.
_____*6. Listed marriage factors that can lead to divorce.

*indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Family Living and Parenting

Unit No.: 6 Unit Title: Marriage Realities

Objectives: Upon completion of this unit, the student will:

*1. identify and analyze family responsibilities in home management.
2. develop a plan for effective home management.
*3. prepare a personal budget.
*4. describe the process of opening a savings and a checking account.
5. demonstrate the steps in making a major appliance purchase.
6. name factors affecting housing needs and selection.
*7. evaluate insurance needs for a young family.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Brainstorming
Practical application
Discussion
Demonstration
Guest speakers

Suggested Resources:

Primary Source: Abendroth, Ruth. Changes and Choice. South Holland, IL: Goodheart-Wilcox. 1986.

Additional Resources: West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions. 2 vols. Huntington, WV. 1979.
Los Angeles Unified School District. Home Economics Basic Skills Guide: Grades 7-12. Encino, CA: Glencoe Publishing Co. 1986.
Ricker, Audrey, Brisbane, Holly. Married and Single Life. Encino, CA: Bennett and McKnight/Glencoe. 1984.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list a minimum of 5 family responsibilities involved in home management.
Objective 2: The student will develop a home management plan with 70 percent accuracy.
*Objective 3: The student will prepare a budget with 70 percent accuracy for a couple married one year.

*Objective 4: The student will list 6 steps in the process of opening a savings account and a checking account.

Objective 5: The student will make a simulated purchase of a major appliance.

Objective 6: The student will list 10 factors to consider when selecting housing.

*Objective 7: The student will outline the purchase of insurance for a couple with one child.

*Indicates core/essential objectives

Performance Record:

_____*1. Identified and analyzed family responsibilities in home management.
_____ 2. Developed a plan for effective home management.
_____*3. Prepared a personal budget.
_____*4. Described the process of opening a savings and a checking account.
_____ 5. Demonstrated the steps in making a major appliance
_____ 6. Listed 10 factors to consider when selecting housing.
_____*7. Evaluated insurance needs for a young family.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Family Living and Parenting

Unit No.: 7 Unit Title: Community Resources

Objectives: Upon completion of this unit, the student will:

*1. identify available community resources offering services to the family.
2. name family responsibilities to the community.
3. compose a letter to a legislator.
*4. complete a voter application card.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Guest speakers
Field trips
Demonstrations
Practical application

Suggested Resources:

Primary Source: Abendroth, Ruth. Changes and Choice. South Holland, IL: Goodheart-Wilcox. 1986.

Additional Resources: Filmstrip (Mississippi State, Mississippi: Cooperative Extension Service)
Gears of County Government
Voter registration applications
Sample letters to Congressmen

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will match a minimum of 10 community resources to family needs.
Objective 2: The student will list a minimum of 5 family responsibilities to the community.
Objective 3: The student will compose a mailable letter to a legislator.
*Objective 4: The student will correctly complete a voter application form.

*Indicates core/essential objectives

Performance Record:

_____*1. Identified available community resources offering services to the family.
_____ 2. Named family responsibilities to the community.

_____ 3. Composed a letter to a legislator.
_____ *4. Completed a voter application card.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Family Living and Parenting

Unit No.: 8 Unit Title: Responsible Parenthood

Objectives: Upon completion of this unit, the student will:

*1. identify commitments required in responsible parenthood.
*2. define parenting.
*3. identify factors indicating readiness for parenthood.
*4. define responsibilities of parenthood.
*5. explain the purposes of discipline.
*6. describe possible effects of divorce upon children.
*7. describe possible effects of step-parenting upon children.

*Indicates core/essential objectives

Suggested Instructional Practices.

Lecture
Film, filmstrips
Guest speakers
Discussion

Suggested Resources:

Primary Source: Abendroth, Ruth. Changes and Choice. South Holland, IL: Goodheart-Wilcox. 1986.

Additional Resources: Louisiana Department of Education. Parenthood Education. Baton Rouge, LA. 1982.
Filmstrip Series (Butterick Co. Parenting and You

Evaluation and Suggested Minimum Performance Standards:

*Objective 1. The student will list 5 commitments involved in parenthood.
*Objective 2. The student will define parenting.
*Objective 3. The student will identify 5 factors indicating readiness for parenthood.
*Objective 4. The student will list 5 responsibilities of parenthood.
*Objective 5. The student will explain the purpose of discipline with 70 percent accuracy.
*Objective 6. The student will list 4 ways children can be affected by divorce.
*Objective 7. The student will describe 3 possible effects of step-parenting on children.

*Indicates core/essential objectives

Performance Record:

_____*1. Identified commitments required in responsible parenthood.
_____*2. Defined parenting.
_____*3. Identified factors indicating readiness for parenthood.
_____*4. Defined responsibilities of parenthood.
_____*5. Explained the purposes of discipline.
_____*6. Described possible effects of divorce upon children.
_____*7. Described possible effects of step-parenting upon children.

*Indicates core/essential objectives.

FAMILY/INDIVDIUAL HEALTH

COURSE GUIDE

Developed by

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COURSE OUTLINE

FAMILY/INDIVIDUAL HEALTH

Unit No.	Unit Title
1	Promote and Maintain Family/Individual Health
2	Maintain Family/Health Protection
3	Using Public Health Resources
4	Home Care for the Elderly
5	Home Care of the Sick
6	Meeting Home Emergency Needs of Family Members
7	Health and Lifestyles

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Family/Individual Health

Unit No.: 1 Unit Title: Promote and Maintain Family/Individual Health

Objectives: Upon completion of this unit, the student will:

*1. identify characteristics of a healthy person.
*2. identify principles of good personal health.
*3. List ways to meet physical, emotional, and mental health needs of family members.

*indicates core/essential objectives

Suggested Instructional Practices:

Discussion
Brainstorm
Field trip
Guest speaker
Transparencies

Suggested Resources:

Primary Source: Home Economics Curriculum Center Staff. Family/Individual Health. Lubbock, TX: Texas Tech University, College of Home Economics. 1985.

Additional Resources: Abendroth, Ruth B. Changes and Choices. South Holland, IL: Goodheart-Wilcox Co., Inc. 1986.
Ryder Verdene. Contemporary Living. South Holland, IL: Goodheart-Wilcox Co. 1987.
Brisbane, Holley and Riker, Audrey Palm. Married and Single Life. Encino, CA: Bennett and McKnight/Glencoe. 1984.
Duyff, Roberta Larson; Wichard, Margaret; Hollman, Patsy Johnson; Reid, Jeanne. Family Health. Mission Hill, CA: Glencoe Publishing Co. 1988.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 5 characteristics of a healthy person with 70 percent accuracy.
*Objective 2: The student will identify four principles of good personal health with 70 percent accuracy.
*Objective 3: The student will list three ways to meet the:
a. physical health needs of family members and

b. emotional and mental health needs of family members with at least 70 percent accuracy.

*Indicates core/essential objectives

Performance Record:

_____*1. Identified characteristics of a healthy person.
_____*2. Identified principles of good personal health.
_____*3. Listed ways to meet physical, emotional, and mental health needs of family members.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Family/Individual Health

Unit No.: 2 Unit Title: Maintain Family/Health Protection

Objectives: Upon completion of this unit, the student will:

*1. List basic principles for maintaining family health and safety.
*2. Identify factors that will affect family health decisions.
*3. List and discuss ways to prepare financially for an accident or illness through savings or insurance coverage.
4. Discuss and demonstrate procedures to follow in keeping health records.
*5. List and discuss adjustments to be made when there are family health problems.

*Indicates core/essential objectives

Suggested Instructional Practices:

Discussion
Brainstorm
Field trip
Guest speaker
Transparencies
Films and filmstrips

Suggested Resources:

Primary Source: Home Economics Curriculum Center Staff. Family/Individual Health. Lubbock, TX: Texas Tech University, College of Home Economics. 1985.

Additional Resources:

Abendroth, Ruth B. Changes and Choices. South Holland, IL: Goodheart-Wilcox Co., Inc. 1986.

Ryder Verdene. Contemporary Living. South Holland, IL: Goodheart-Wilcox Co. 1987.

Brisbane, Holley and Riker, Audrey Palm. Married and Single Life. Encino, CA: Bennett and McKnight/Glencoe. 1984.

Oppenheim, Irene. Living Today. Peoria, IL: Charles A. Bennett Co., Inc. 1984.

LeBlanc, Sheila Allen; Adkins, Roma Gay; and Borden, Chris Carek. Life Management Skills. Hollywood, CA. 1987.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list 5 basic principles for maintaining family health and safety with at least 70 percent accuracy.

*Objective 2: The student will identify factors that will affect the family's decision in selecting
a. health care professional and services,
b. medical treatment, and
c. prescription drugs with at least 70 percent accuracy.

*Objective 3: The student will list and discuss 5 ways to prepare financially for an accident or illness through savings or insurance coverage with at least 70 percent accuracy.

Objective 4: The student will discuss and demonstrate procedures to following in keeping
a. immunizations records,
b. dental visitation records, and
c. medical visitation records with at least 70 percent accuracy.

*Objective 5: The student will list and discuss 3 types of adjustments to be made when there are family health problems with at least 70 percent accuracy.

*indicates core/essential objectives

Performance Record:

_____*1. Listed basic principles for maintaining family health and safety.

_____*2. Identified factors that will affect family health decisions.

_____*3. Listed and discussed ways to prepare financially for an accident or illness through savings and insurance coverage.

_____ 4. Discussed and demonstrated procedures to follow in keeping health records.

_____*5. Listed and discussed adjustments to be made when there are family health problems.

*indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Family/Individual Health

Unit No.: 3 Unit Title: Using Public Health Resources

Objectives: Upon completion of this unit, the student will:

*1. Identify major world health concerns.
2. Identify factors that are affecting public health.
*3. Identify public health organizations/agencies
*4. List provisions for maintaining community health and safety.

*Indicates core/essential objectives

Suggested Instructional Practices:

Discussion
Guest speaker
Transparencies
Lecture with handouts
Film and filmstrips
Slides

Suggested Resources:

Primary Source: Home Economics Curriculum Center Staff. Family/Individual Health. Lubbock, TX: Texas Tech University, College of Home Economics. 1985.

Additional Resources: Abendroth, Ruth B. Changes and Choices. South Holland, IL: Goodheart-Wilcox Co., Inc. 1986.
Ryder Verdene. Contemporary Living. South Holland, IL: Goodheart-Wilcox Co. 1987.
Brisbane, Holley and Riker, Audrey Palm. Married and Single Life. Encino, CA: Bennett and McKnight/Glencoe. 1984.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 3 major health concerns with at least 70% accuracy.
Objective 2: The student will identify 3 factors that are affecting public health with at least 70 percent accuracy.
*Objective 3: The student will identify one health organization/agency from
a. local,
b. state,
c. federal, and

d. international with at least 70 percent accuracy.

*Objective 4: The student will list two provisions for maintaining community health and safety provided by
a. regulations,
b. facilities, and
c. services with at least 70 percent accuracy.

*Indicates core/essential objectives

Performance Record:

_____*1. Identified major world health concerns.
_____ 2. Identified factors that are affecting public health.
_____*3. Identified public health organizations/agencies.
_____*4. Listed provisions for maintaining community health and safety.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Family/Individual Health

Unit No.: 4 Unit Title: Home Care for the Elderly

Objectives: Upon completion of this unit, the student will:

1. Describe the aging process.
2. Identify the health, safety, and clothing needs of the elderly.
*3. List and discuss the personal health needs of the elderly.

*Indicates core/essential objectives

Suggested Instructional Practices:

Discussion
Brainstorm
Field trip
Guest speaker
Panels
Film and filmstrips

Suggested Resources:

Primary Source: Home Economics Curriculum Center Staff. Family/Individual Health. Lubbock, TX: Texas Tech University, College of Home Economics. 1985.

Additional Resources: Abendroth, Ruth B. Changes and Choices. South Holland, IL: Goodheart-Wilcox Co., Inc. 1986.
Ryder Verdene. Contemporary Living. South Holland, IL: Goodheart-Wilcox Co. 1987.
Brisbane, Holley and Riker, Audrey Palm. Married and Single Life. Encino, CA: Bennett and McKnight/Glencoe. 1984.
Local gerontologist or geriatric nurse

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will describe the aging process with regard to:
a. physical changes and
b. mental and emotional changes with at least 70 percent accuracy.

Objective 2: The student will identify 3 ways to meet the health, safety, and clothing needs of the elderly with at least 70 percent accuracy.

*Objective 3: The student will list and discuss two personal health needs of the elderly with at least 70 percent accuracy.

*Indicates core/essential objectives

Performance Record:

_____ 1. Described the aging process.
_____ 2. Identified ways to meet the health, safety, and clothing needs of the elderly.
_____*3. Listed and discussed personal health needs of the elderly.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Family/Individual Health

Unit No.: 5 Unit Title: Home Care of the Sick

Objectives: Upon completion of this unit, the student will:

*1. Identify causes, symptoms, transmission, and prevention of communicable diseases.
*2. List methods and skills needed for evaluating and caring for a sick family member.
*3. Explain procedures to follow in providing for the nutritional needs of sick, convalescing, and elderly family members.
*4. List appropriate recreational activities for the sick.
5. Identify the characteristics and care associated with the different types of handicapped conditions.
*6. Identify skills needed in caring for a terminally ill family member.
*7. Identify alternative to home health care.

*Indicates core/essential objectives

Suggested Instructional Practices:

Discussion
Guest speaker
Research projects
Demonstration
Role-play
Films and filmstrips
Video tapes
Slides
Flip charts

Suggested Resources:

Primary Source: Home Economics Curriculum Center Staff. Family/Individual Health. Lubbock, TX: Texas Tech University, College of Home Economics. 1985.

Additional Resources: Abendroth, Ruth B. Changes and Choices. South Holland, IL: Goodheart-Wilcox Co., Inc. 1986.
Ryder Verdene. Contemporary Living. South Holland, IL: Goodheart-Wilcox Co. 1987.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify causes, symptoms, transmission and prevention of 5 communicable diseases with at least 70 percent accuracy.

*Objective 2: The student will list 3 methods for evaluating a sick family member and 4 skills needed in order to care for a sick family member with 70 percent accuracy.

*Objective 3: The student will explain procedures that should be followed in meeting the nutritional needs of sick, convalescing and elderly family members with at least 70 percent accuracy.

*Objective 4: The student will list 3 appropriate recreational activities for the sick with at least 70 percent accuracy.

Objective 5: The student will identify the characteristics and care associated with 2 types of handicapped conditions with at least 70 percent accuracy.

*Objective 6: The student will outline 4 skills needed in caring for a terminally ill family members.

*Objective 7: The student will identify 3 alternatives to home health care with at least 70 percent accuracy.

*Indicates core/essential objectives

Performance Record:

_____*1. Identified causes, symptoms, transmission, and prevention of communicable diseases.

_____*2. Listed methods and skills needed for evaluating and caring for a sick family member.

_____*3. Explained procedures to follow in providing for the nutritional needs of sick, convalescing, and elderly family members.

_____*4. Listed appropriate recreational activities for the sick.

_____ 5. Identified the characteristics and care associated with the different types of handicapped conditions.

_____*6. Identified skills needed in caring for a terminally ill family member.

_____*7. Identified alternatives to home health care.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Family/Individual Health

Unit No.: 6 Unit Title: Meeting Home Emergency Needs of Family Members

Objectives: Upon completion of this unit, the student will:

*1. Identify types of home emergencies.
*2. Describe and demonstrate simple first-aid procedures.
*3. Identify community resources for assistance with emergencies.

*Indicates core/essential objectives

Suggested Instructional Practices:

Discussion
Films and filmstrips
Demonstration
Lecture and handouts
Field trips

Suggested Resources:

Primary Source: Home Economics Curriculum Center Staff. Family/Individual Health. Lubbock, TX: Texas Tech University, College of Home Economics. 1985.

Additional Resources: American Red Cross. Family Health and Home Nursing. Garden City, New York: Doubleday Company, Inc. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 4 types of emergencies with at least 70 percent accuracy.
*Objective 2: The student will describe and demonstrate 2 simple first-aid procedures with at least 70% accuracy.
*Objective 3: The student will identify 3 community resources to call for assistance with an emergency with at least 70 percent accuracy.

*Indicates core/essential objectives

Performance Record:

_____*1. Identified types of home emergencies.
_____*2. Described and demonstrated simple first-aid procedures.
_____*3. Identified community resources for assistance with emergencies.

*Indicates core/essential objectives

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INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Family/Individual Health

Unit No.: 7 Unit Title: Health and Lifestyles

Objectives: Upon completion of this unit, the student will:

1. List risks involved in present lifestyles.
*2. Relate the effects of drug abuse and smoking on physical well-being.
*3. Explain the effects of indiscriminate sexual activity as it relates to the spread of sexually transmitted diseases.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Guest speaker
Videotapes
Films and filmstrips

Suggested Resources:

Primary Source: Ryder Verdene. Contemporary Living. South Holland, IL: Goodheart-Wilcox Co. 1987.

Additional Resources: Home Economics Curriculum Center Staff. Family/Individual Health. Lubbock, TX: Texas Tech University, College of Home Economics. 1985.
Brisbane, Holley and Riker, Audrey Palm. Married and Single Life. Encino, CA: Bennett and McKnight/Glencoe. 1984.
Merki, Mary B. and Merki, Don. Glencoe Health: A Guide for Wellness. Encino, CA: Glencoe Publishing Co. 1987

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will list 3 risks identifiable in present life styles with at least 70 percent accuracy.
*Objective 2: The student will list 3 effects of drug abuse and 3 effects of smoking on physical well-being with at least 70% accuracy.
*Objective 3: The student will explain 3 effects of indiscriminate sexual activity as it relates to the spread of sexually transmitted diseases with at least 70 percent accuracy.

*Indicates core/essential objectives

Performance Record:

_____ 1. Listed risks involved in present lifestyles.
_____*2. Related the effects of drug abuse and smoking on physical well-being.
_____*3. Explained the effects of indiscriminate sexual activity as it relates to the spread of sexually transmitted diseases.

*Indicates core/essential objectives

FOODS AND NUTRITION

COURSE GUIDE

Developed by

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Team Leaders

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COURSE OUTLINE

FOODS AND NUTRITION

Unit No.	Unit Title
1	Careers in Foods and Nutrition
2	Nutrition
3	Equipment
4	Meal Management

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Foods and Nutrition

Unit No.: 1 Unit Title: Careers in Foods and Nutrition

Objectives: Upon completion of this unit, the student will:

*1. compare a professional to a paraprofessional.
*2. identify a professional career.
*3. identify a professional job.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Guest speakers
Videos, filmstrips

Suggested Resources:

Primary Source: Oklahoma Curriculum Guide. Vocational Home Economics Education. Foods and Nutrition. Stillwater, OK.

Additional Resources: Texas Vocational Home Economics Dept. of Occ. and Tech. Conceptual Framework for Vocational Home Economics Education. Texas Education Agency.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: Define professional and paraprofessional and compare the two.
*Objective 2: Identify a professional career related to foods technology.
*Objective 3: Identify a paraprofessional job related to foods.

*Indicates core/essential objectives

Performance Record:

_____*1. Compared a professional to a paraprofessional.
_____*2. Identified a professional career.
_____*3. Identified a professional job.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Foods and Nutrition

Unit No.: 2 Unit Title: Nutrition

Objectives: Upon completion of this unit, the student will:

*1. list the basic food groups.
*2. identify the number of recommended daily servings from each food group.
*3. name foods in each food group.
*4. name the basic nutrients.
*5. explain the function of each basic nutrient.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Guest speakers
Videos, filmstrips

Suggested Resources:

Primary Source: Oklahoma Curriculum Guide. Vocational Home Economics Education. Foods and Nutrition. Stillwater, OK.

Additional Resources: Texas Vocational Home Economics Dept. of Occ. and Tech. Conceptual Framework for Vocational Home Economics Education. Texas Education Agency.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list the basic food groups.
*Objective 2: The student will identify the number of recommended daily servings from each food group.
*Objective 3: The student will name 2 foods in each basic food group.
*Objective 4: The student will name the 6 basic nutrients.
*Objective 5: The student will explain the main function of 5 of the basic nutrients.

*Indicates core/essential objectives

Performance Record:

_____*1. Listed the basic food groups.
_____*2. Identified the number of recommended daily servings from each food group.

_____*3. Named foods in each food group.
_____*4. Named the basic nutrients.
_____*5. Explained the function of each basic nutrient.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Foods and Nutrition

Unit No.: 3 Unit Title: Equipment

Objectives: Upon completion of this unit, the student will:

*1. identify basic equipment in the lab.
*2. differentiate between liquid and dry ingredients and demonstrate proper method for measuring each.
*3. define basic recipe terms and abbreviations.
*4. identify common safety hazards in the kitchen.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Guest speakers
Demonstration
Practical application

Suggested Resources:

Primary Source: Oklahoma Curriculum Guide. Vocational Home Economics Education. Foods and Nutrition. Stillwater, OK.

Additional Resources: Texas Vocational Home Economics Dept. of Occ. and Tech. Conceptual Framework for Vocational Home Economics Education. Texas Education Agency.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 25 items of basic kitchen equipment.
*Objective 2: The student will define liquid and dry ingredients and demonstrate proper method for measuring each.
*Objective 3: The student will correctly match 70 percent of the basic recipe terms and abbreviations to their proper definition.
*Objective 4: The student will identify 70 percent of common safety hazards in the kitchen.

*Indicates core/essential objectives

Performance Record:

_____*1. identified basic equipment in the lab.

_____*2. Differentiated between liquid and dry ingredients and demonstrated proper method for measuring each.
_____*3. Defined basic recipe terms and abbreviations.
_____*4. Identified common safety hazards in the kitchen.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Foods and Nutrition

Unit No.: 4 Unit Title: Meal Management

Objectives: Upon completion of this unit, the student will:

*1. plan a nutritiously balanced and appealing menu.
*2. identify basic components of a label.
*3. prepare nutritional and appealing foods, practicing safety and sanitation.
*4. demonstrate basic table setting techniques.
*5. describe types of table service.
*6. demonstrate basic table etiquette.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Role playing
Audio visuals
Practical application

Suggested Resources:

Primary Source: Oklahoma Curriculum Guide. Vocational Home Economics Education. Foods and Nutrition. Stillwater, OK.

Additional Resources: Texas Vocational Home Economics Dept. of Occ. and Tech. Conceptual Framework for Vocational Home Economics Education. Texas Education Agency.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will plan a menu which is nutritiously balanced and appealing.
*Objective 2: The student will identify the common name, weight and ingredients on a label.
*Objective 3: The student will prepare 3 nutritional and appealing foods, practicing sanitation and safety with 100 percent accuracy.
*Objective 4: The student will demonstrate basic table setting, utilizing a plate, fork, spoon knife, napkin and glass with 100 percent accuracy.
*Objective 5: The student will describe types of table service with 70 percent accuracy.

*Objective 6: The student will demonstrate basic table etiquette.

*Indicates core/essential objectives

Performance Record:

_____*1. Planned a nutritiously balanced and appealing menu.
_____*2. Identified basic components of a label.
_____*3. Prepared nutritional and appealing foods, practiced safety and sanitation.
_____*4. Demonstrated basic table setting techniques.
_____*5. Described types of table service.
_____*6. Demonstrated basic table etiquette.

*Indicates core/essential objectives

HOUSING

COURSE GUIDE

Developed by

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COURSE OUTLINE

HOUSING

Unit No.	Unit Title
1	Housing Heritage
2	Slecting A House
3	Home Construction
4	Interior Decorating
5	Financing a Home
6	Home Management
7	Housing for Special Needs
8	Careers in Housing

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Housing

Unit No.: 1 Unit Title: Housing Heritage

Objectives: Upon completion of this unit, the student will

*1. recognize primitive types of shelter.
*2. identify basic housing styles.
*3. list basic human needs that housing fulfills.

*indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Audio visuals

Suggested Resources:

Primary Source: Housing. Baton Rouge, LA: Louisiana Department of Education. 1982.

Additional Resources: Sherwood, Ruth F. Homes, Today and Tomorrow. Bennett Publishing Co. 1981.
Indiana Resource Guide for Housing. Indiana Division of Vocational Education, Department of Public Instruction. 1976.
Lewis, Evelyn L. Housing Decisions. South Holland, IL: Goodheart-Wilcox Co., Inc. 1984.
Craig, Hazel Thompson. Homes with Character: 5th ed. Encino, CA: Glencoe Publishing Co., 1987.
Filmstrip (New York, NY: Butterick Publishing Co.)
Consumer Decisions in Housing

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will recognize 1 out of 3 primitive types of shelter.
*Objective 2: The student will identify 2 basic housing styles.
*Objective 3: The student will list 2 basic human needs that housing fulfills.

*indicates core/essential objectives

Performance Record:

_____*1. Recognized primitive types of shelter.

_____*2. Identified basic housing styles.
_____*3. Listed basic human needs that housing fulfills.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Housing

Unit No.: 2 Unit Title: Selecting A House

Objectives: Upon completion of this unit, the student will:

*1. identify factors to consider in selecting a location for a house.
*2. identify zones in a house.
*3. identify space needed when selecting a house.
*4. list types of housing available today.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Audio visuals
Field trips

Suggested Resources:

Primary Source: Housing. Baton Rouge, LA: Louisiana Department of Education. 1982.

Additional Resources: Sherwood, Ruth F. Homes, Today and Tomorrow. Bennett Publishing Co. 1981.
Indiana Resource Guide for Housing. Indiana Division of Vocational Education, Department of Public Instruction. 1976.
Lewis, Evelyn L. Housing Decisions. South Holland, IL: Goodheart-Wilcox Co., Inc. 1984.
Craig, Hazel Thompson. Homes with Character: 5th ed. Encino, CA: Glencoe Publishing Co., 1987.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 3 factors to consider in selecting a location for a house.
*Objective 2: The student will identify 2 principle zones in a house.
*Objective 3: The student will identify 2 types of spaces needed when selecting a house.
*Objective 4: The student will list 4 types of houses available today.

*Indicates core/essential objectives

Performance Record:

_____*1. Identified factors to consider in selecting a location for a house.
_____*2. Identified zones in a house.
_____*3. Identified space needed when selecting a house.
_____*4. Listed types of housing available today.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Housing

Unit No.: 3 Unit Title: Home Construction

Objectives: Upon completion of this unit, the student will:

*1. select the best type of lot for a given house plan.
*2. identify blueprint symbols.
*3. identify criteria for judging an energy-efficient house.
*4. define "building code".

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Field trips to homes under construction
Resource speakers

Suggested Resources:

Primary Source: Indiana Resource Guide for Housing. Indiana Division of Vocational Education, department of Public Instruction. 1976.

Additional Resources: Sherwood, Ruth F. Homes, Today and Tomorrow. Bennett Publishing Co. 1981.
Lewis, Evelyn L. Housing Decisions. South Holland, IL: Goodheart-Wilcox Co., Inc. 1984.
Craig, Hazel Thompson. Homes with Character: 5th ed. Encino, CA: Glencoe Publishing Co., 1987.
Durr, Gloria. Housing, Home Furnishings, and Equipment Curriculum Guide. Texas Tech University.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will select the best type of lot for a given house plan.
*Objective 2: The student will identify 3 out of 5 blueprint symbols.
*Objective 3: The student will identify 3 out of 5 criteria for judging energy-efficient houses.
*Objective 4: The student will define "building code".

*Indicates core/essential objectives

Performance Record:

_____*1. Selected the best type of lot for a given house plan.
_____*2. Identified blueprint symbols.
_____*3. Identified criteria for judging an energy-efficient house.
_____*4. Defined "building code".

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Housing

Unit No.: 4 Unit Title: Interior Decorating

Objectives: Upon completion of this unit, the student will:

*1. list the elements of design.
*2. list the principles of design.
*3. identify factors to consider in decorating a room.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Audio Visuals

Suggested Resources:

Primary Source: Housing. Baton Rouge, LA: Louisiana Department of Education. 1982.

Additional Resources:
Sherwood, Ruth F. Homes, Today and Tomorrow. Bennett Publishing Co. 1981.
Lewis, Evelyn L. Housing Decisions. South Holland, IL: Goodheart-Wilcox Co., Inc. 1984.
Craig, Hazel Thompson. Homes with Character: 5th ed. Encino, CA: Glencoe Publishing Co., 1987.
Oklahoma Curriculum Guide. Vocational Home Economics Education. Stillwater, OK.
Ethan Allen Decorating Kit. Danbury, CT: Ethan Allen, Inc.
The Treasury of Ethan Allen American Traditional Interiors. Danbury, CT: Ethan Allen, Inc.
Consumer Homemaking Education Series. Chicago, IL: Sears, Roebuck and Co.
Durr, Gloria. Housing, Home Furnishing, and Equipment Curriculum Guide. Texas Tech University.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list 3 elements of design.
*Objective 2: The student will list 2 principles of design.

*Objective 3: The student will identify 3 factors to consider in decorating a room.

*Indicates core/essential objectives

Performance Record:

_____*1. Listed the elements of design.
_____*2. Listed the principles of design.
_____*3. Identified factors to consider in decorating a room.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Housing

Unit No.: 5 Unit Title: Financing a Home

Objectives: Upon completion of this unit, the student will:

*1. list advantages of owning a house.
*2. list disadvantages of owning a house.
*3. list factors to consider when deciding how much you can afford to spend on housing.
*4. estimate how much to spend on financing a house.
*5. name types of mortgage loans.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Audio Visuals

Suggested Resources:

Primary Source: Housing. Baton Rouge, LA: Louisiana Department of Education. 1982.

Additional Resources: Sherwood, Ruth F. Homes, Today and Tomorrow. Bennett Publishing Co. 1981.
Indiana Resource Guide for Housing. Indiana Division of Vocational Education, Department of Public Instruction. 1976.
Lewis, Evelyn L. Housing Decisions. South Holland, IL: Goodheart-Wilcox Co., Inc. 1984.
Craig, Hazel Thompson. Homes with Character: 5th ed. Encino, CA Glencoe Publishing Co., 1987.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will name 2 advantages of owning a house.
*Objective 2: The student will name 1 disadvantage of owning a house.
*Objective 3: The student will name 3 factors to consider when deciding how much he/she can afford to spend on a house.
*Objective 4: Given an annual salary, the student will estimate how much to spend on financing a house.
*Objective 5: The student will list 3 types of mortgage loans.

*Indicates core/essential objectives

Performance Record:

_____*1. Listed advantages of owning a house.
_____*2. Listed disadvantages of owning a house.
_____*3. Listed factors to consider when deciding how much you can afford to spend on housing.
_____*4. Estimated how much to spend on financing a house.
_____*5. Named types of mortgage loans.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Housing

Unit No.: 6 Unit Title: Home Management

Objectives: Upon completion of this unit, the student will

*1. list personal resources useful in managing a home.
*2. identify steps in planning a routine for home management.
*3. list expected internal and external maintenance tasks involved in house ownership.
*4. recognize the characteristics of quality furniture.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Field trips

Suggested Resources:

Primary Source: Housing. Baton Rouge, LA: Louisiana Department of Education. 1982.

Additional Resources: Sherwood, Ruth F. Homes, Today and Tomorrow. Bennett Publishing Co. 1981.
Indiana Resource Guide for Housing. Indiana Division of Vocational Education, Department of Public Instruction. 1976.
Lewis, Evelyn L. Housing Decisions. South Holland, IL: Goodheart-Wilcox Co., Inc. 1984.
Craig, Hazel Thompson. Homes with Character: 5th ed. Encino, CA: Glencoe Publishing Co., 1987.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list 3 personal resources useful in managing a house.
*Objective 2: The student will list 3 steps in planning a routine for home management.
*Objective 3: The student will list 3 out of 6 internal and external maintenance tasks involved in house ownership.
*Objective 4: The student will identify 2 characteristics of quality furniture.

*Indicates core/essential objectives

Performance Record:

_____*1. Listed personal resources useful in managing a house.
_____*2. Identified steps in planning a routine for home management.
_____*3. Listed expected internal and external maintenance tasks involved in house ownership.
_____*4. Recognized the characteristics of quality furniture.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Housing

Unit No.: 7 Unit Title: Housing for Special Needs

Objectives: Upon completion of this unit, the student will:

*1. identify special housing needs of the aged.
*2. identify special housing needs of the handicapped.
*3. identify special housing needs of children.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Case studies
Field trips

Suggested Resources:

Primary Source: Housing. Baton Rouge, LA: Louisiana Department of Education. 1982.

Additional Resources: Sherwood, Ruth F. Homes, Today and Tomorrow. Bennett Publishing Co. 1981.
Indiana Resource Guide for Housing. Indiana Division of Vocational Education, Department of Public Instruction. 1976.
Lewis, Evelyn L. Housing Decisions. South Holland, IL: Goodheart-Wilcox Co., Inc. 1984.
Craig, Hazel Thompson. Homes with Character: 5th ed. Encino, CA: Glencoe Publishing Co., 1987.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will name 3 special housing needs of the aged.
*Objective 2: The student will name 3 special housing needs of the handicapped.
*Objective 3: The student will name 3 special housing needs of children.

*Indicates core/essential objectives

Performance Record:

_____*1. Identified special housing needs of the aged.

_____*2. Identified special housing needs of the handicapped.
_____*3. Identified special housing needs of children.

*Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Housing

Unit No.: 8 Unit Title: Careers in Housing

Objectives: *Upon completion of this unit, the student will identify opportunities for jobs in the field of housing.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture
Discussion
Resource speakers

Suggested Resources:

Primary Source: Housing. Baton Rouge, LA: Louisiana Department of Education. 1982.

Additional Resources: Sherwood, Ruth F. Homes, Today and Tomorrow. Bennett Publishing Co. 1981.
Indiana Resource Guide for Housing. Indiana Division of Vocational Education, Department of Public Instruction. 1976.
Lewis, Evelyn L. Housing Decisions. South Holland, IL: Goodheart-Wilcox Co., Inc. 1984.
Craig, Hazel Thompson. Homes with Character: 5th ed. Encino, CA: Glencoe Publishing Co., 1987.

Evaluation and Suggested Minimum Performance Standards:

*The student will name and describe 5 jobs in the field of housing.

*Indicates core/essential objectives

Performance Record:

_____* Identified job opportunities in the field of housing.

*Indicates core/essential objectives

LIVING SKILLS

STUDENT PERFORMANCE RECORD

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LIVING SKILLS

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

_____C1. Identified basic needs that one has in common with his/her peers.
_____C2. Identified characteristics that make one unique.
_____C3. Defined selected words related to personal development.
_____C4. Identified characteristics essential for developing and maintaining satisfying relationships.
_____C5. Defined selected terms related to relationships.
_____C6. Named the basic food groups.
_____C7. Identified the number of servings from each food group that a teenager needs daily.
_____C8. Listed common nutrients.
_____C9. Named a function of each nutrient.
____C10. Identified diseases and health problems related to malnutrition.
____C11. Defined selected terms related to malnutrition.
____C12. Distinguished between needs and wants.
____C13. Identified consumer rights.
____C14. Named consumer responsibilities.
____C15. Defined terms related to consumer education.

EXPLORATORY HOME ECONOMICS

STUDENT PERFORMANCE RECORD

EXPLORATORY HOME ECONOMICS

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

_____C1. Defined self concept.
_____C2. Listed factors which make or influence personality.
_____C3. Identified various physical and social-emotional needs in life.
_____C4. Defined values, goals, standards, and resources.
_____C5. Listed the steps in the decision-making process.
_____C6. Identified types of communication.
_____C7. Identified the areas of grooming.
_____C8. Identified the design elements used when selecting clothing.
_____C9. Identified the signs of quality to check when buying ready to-wear clothing.
____C10. Named tips for routine care of clothing.
____C11. Listed the basic food groups.
____C12. Identified the major food nutrients and a function of each.
____C13. Identified guidelines for planning meals based on nutrition, appeal, and resources.
____C14. Identified safety and sanitation practices in the kitchen.
____C15. Described rules for basic table setting.
____C16. Listed rules to follow for proper manners.
____C17. Defined consumer.
____C18. Listed steps in developing a spending plan.
____C19. Listed services of different financial institutions.
____C20. Distinguished between consumer responsibilities and consumer rights.
____C21. Listed guidelines to follow in comparison shopping.
____C22. Identified developmental stages of child growth and development.
____C23. Listed influences on child development.
____C24. Compiled a list of responsibilities for care and safety of children while babysitting.

CONSUMER HOMEMAKING I

STUDENT PERFORMANCE RECORD

CONSUMER HOMEMAKING I

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

_____C1. Identified objectives of Consumer Homemaking.
_____C2. Explained the importance of leadership organizations.
_____C3. Stated the goals and purposes of FHA/HERO as they relate to life.
_____C4. Named ways that families differ.
_____C5. Named responsibilities of a family to its members.
_____C6. Described the benefits of quality family living.
_____C7. Distinguished between acquired and inherited personality characteristics.
_____C8. Listed rules for good peer relations.
_____C9. Discussed characteristics of quality friendship.
_____C10. Named factors which influence personal food habits.
_____C11. Explained the role of exercise in good health.
_____C12. Discussed the importance of weight control.
_____C13. Discussed nutrients, their functions, and their sources.
_____C14. Listed the components of the basic food groups.
_____C15. Listed guidelines of menu/meal planning.
_____C16. Demonstrated types of table service.
_____C17. Interpreted abbreviations used in recipes.
_____C18. Calculated equivalent measures.
_____C19. Demonstrated proper use and care of tools and equipment.
_____C20. Explained safe and sanitary practices in food preparation.
_____C21. Practiced proper procedures for measuring common recipe ingredients.
_____C22. Prepared a variety of recipes following correct principles of food preparation.
_____C23. Discussed the influence of the elements and principles of design on clothing selection.
_____C24. Identified characteristics of natural and synthetic fabrics.
_____C25. Determined factors to consider in planning and purchasing clothing and accessories.
_____C26. Described basic clothing care.
_____C27. Took accurate body measurements.
_____C28. Determined pattern type and size according to body proportions.
_____C29. Listed information found on the pattern envelope.
_____C30. Identified appropriate pattern, fabrics, and notions.
_____C31. Identified basic small sewing tools and their uses.

____C32. Demonstrated the use and care of a sewing machine.
____C33. Identified pressing equipment for sewing.
____C34. Listed types of information found on pattern guide sheets.
____C35. Matched pattern markings to correct uses.
____C36. Demonstrated the ability to:
a. prepare pattern for layout
b. prepare fabric for cutting
c. pin pattern for cutting.
d. cut garment pieces.
e. make pattern markings
f. construct clothing project following basic sewing techniques.
____C37. Evaluate individual class project.
____C38. Described characteristics of a good baby-sitter.
____C39. Distinguished between responsibilities of parents and responsibilities of baby-sitters.
____C40. Matched frequent accidents in a child care situation to possible prevention measures.
____C41. Listed characteristics of a safe toy.

CHILD CARE

STUDENT PERFORMANCE RECORD

CHILD CARE

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

_____C1. Discussed the importance of self acceptance in relation to parenthood.
_____C2. Defined parenthood.
_____C3. Described the importance of responsible parenthood.
_____C4. Described the myths and realities of parenting.
_____C5. Listed qualities of a mature parent.
_____C6. Listed reasons for planning for parenthood.
_____C7. Described the reproductive process.
_____C8. Described the physical and emotional changes that occur during pregnancy.
_____C9. Identified factors involved in family planning.
____C10. Identified the importance of good prenatal care for the mother and unborn child.
____C11. Defined childbirth.
____C12. Described risks and other problems of teenage parenthood.
____C13. Listed physical, social and emotional, mental, health and safety needs of infants.
____C14. Listed physical, social and emotional, mental, health and safety needs of toddlers.
____C15. Listed physical, social and emotional, mental, health and safety needs of preschoolers.
____C16. Described the effectiveness of various methods of guidance on the development of the child.
____C17. Identified positive guidance techniques that are appropriate for children of different ages.
____C18. Named ways of developing a child's positive self concept.
____C19. Identified examples of positive communication in parent-child relationships.
____C20. Selected toys and activities to facilitate development in children.
____C21. Listed differences involved in caring for an exceptional child.
____C22. Matched types of child abuse with prevention methods.
____C23. Selected ways to deal with parent-child crises.
____C24. Listed career and job opportunities related to child care.
____C25. Described job and career ladders in child-care related fields.
____C26. Identified competencies needed by child care personnel.

____C27. Listed ways child care skills may relate to other occupations.

CLOTHING AND TEXTILES

STUDENT PERFORMANCE RECORD

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CLOTHING AND TEXTILES

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

_____C1. Listed 3 principles of design.
_____C2. Identified art elements used to achieve the principles of design.
_____C3. Named factors to consider when plannign a wardrobe to meet individual needs.
_____C4. Classified fibers according to source.
_____C5. Identified methods of fabric construction.
_____C6. Named types of information found on hang tags and labels.
_____C7. Named signs of quality in ready-made garments.
_____C8. Identified small items of sewing equipment.
_____C9. Demonstrated the ability to use measuring equipment.
____C10. Identified the parts of the sewing machine.
____C11. Demonstrated correct threading and safe operation of a sewing machine.
____C12. Identified and demonstrated the safe use of basic pressing equipment.
____C13. Interpreted information on a pattern envelope.
____C14. Interpreted basic information on the guide sheet.
____C15. Recognized pattern symbols.
____C16. Prepared fabric for pattern layout.
____C17. Utilized correct procedures for placing, pinning, cutting, and marking pattern pieces.
____C18. Constructed a garment.
____C19. Listed career opportunitie related to clothing and textiles.
____C20. Listed hobbies which may lead to gainful employment.

CONSUMER EDUCATION

STUDENT PERFORMANCE RECORD

154

CONSUMER EDUCATION

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

_____C1. Defined values.
_____C2. Defined short, medium, and long-range goals.
_____C3. Identified what is meant by "standards".
_____C4. Defined needs and wants.
_____C5. Identified human and material resources.
_____C6. Listed steps in the decision-making process.
_____C7. Identified the sources of income.
_____C8. Prepared a personal spending plan.
_____C9. Listed reasons for savings plans.
____C10. Explained various types of savings plans.
____C11. Explained credit and its use.
____C12. Summarized the types of credit available from various sources.
____C13. Computed the cost of credit.
____C14. Identified factors which make a consumer a good credit risk.
____C15. Explained consumer rights and responsibilities in the use of credit.
____C16. Designed a food-shopping plan based on various family needs and resources.
____C17. Described comparison shopping techniques.
____C18. Defined factors influencing clothing choices.
____C19. Named and explained the various factors in wardrobe planning.
____C20. Described factors which influence the selection of various types of housing.
____C21. Identified transportation needs.
____C22. Computed costs of owning and operating an automobile.
____C23. Listed and explained major services purchased by consumers.
____C24. Described questions consumers should ask in order to get the best services for their money.
____C25. Described types of insurance to meet specific needs.
____C26. Listed questions to be asked when selecting each basic type of insurance.
____C27. Defined fraud, deceptive practices, and quackery.

____C28. Identified publications that provide accurate information to the consumer.

____C29. Named sources of consumer protection.

FAMILY LIVING AND PARENTING

STUDENT PERFORMANCE RECORD

FAMILY LIVING AND PARENTING

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

_____C1. Identified life skills essential for personal growth, human interaction, and job success.
_____C2. Identified basic personality needs.
_____C3. Described emotional and social maturity.
_____C4. Determined individual responsibility for personal growth.
_____C5. Listed personal growth deficiencies.
_____C6. Identified factors related to employability.
_____C7. Listed the differences between short- and long-term goals.
_____C8. Identified a decision-making process.
_____C9. Described types of communication skills.
_____C10. Identified the values and purposes of dating experiences.
_____C11. Differentiated between romantic love and lasting love.
_____C12. Identified qualities that indicate marriage readiness.
_____C13. Identified differences in family types.
_____ 14. Identified societal behaviors that affect the family.
_____ 15. Contrasted family needs during stages of family life.
_____ 16. Identified positive ways of strengthening families.
_____C17. Identified common sources of early marriage conflicts.
_____C18. Suggested viable solutions to common early conflicts.
_____C19. Described the role of conflict and quarreling in marriage adjustment.
_____C20. Identified sources of professional help in dealing with marital problems.
_____C21. Identified types of family crises.
_____C22. Listed marriage factors that can lead to divorce.
_____C23. Identified and analyzed family responsibilities in home management.
_____24. Developed a plan for effective home management.
_____C25. Prepared a personal budget.
_____C26. Described the process of opening a savings and a checking account.
_____27. Demonstrated the steps in making a major appliance purchase.
_____28. Listed 10 factors to consider when selecting housing.
_____C29. Evaluated insurance needs for a young family.
_____C30. Identified available community resources offering services to the family.

_____31. Named family responsibilities to the community.
_____32. Composed a letter to a legislator.
____C34. Completed a voter application card.
____C35. Identified commitments required in responsible parenthood.
____C36. Defined parenting.
____C37. Identified factors indicating readiness for parenthood.
____C38. Defined responsibilities of parenthood.
____C39. Explained the purposes of discipline.
____C40. Described possible effects of divorce upon children.
____C41. Described possible effects of step-parenting upon children.

FAMILY/INDIVIDUAL HEALTH

STUDENT PERFORMANCE RECORD

FAMILY/INDIVDIUAL HEALTH

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

_____C1. Identified characteristics of a healthy person.
_____C2. Identified principles of good personal health.
_____C3. Listed ways to meet physical, emotional, and mental health needs of family members.
_____C4. Listed basic principles for maintaining family health and safety.
_____C5. Identified factors that will affect family health decisions.
_____C6. Listed and discussed ways to prepare financially for an accident or illness through savings and insurance coverage.
_____ 7. Discussed and demonstrated procedures to follow in keeping health records.
_____C8. Listed and discussed adjustments to be made when there are family health problems.
_____C9. Identified major world health concerns.
_____10. Identified factors that are affecting public health.
____C11. Identified public health organizations/agencies.
____C12. Listed provisions for maintaining community health and safety.
_____13. Described the aging process.
_____14. Identified ways to meet the health, safety, and clothing needs of the elderly.
____C15. Listed and discussed personal health needs of the elderly.
____C16. Identified causes, symptoms, transmission, and prevention of communicable diseases.
____C17. Listed methods and skills needed for evaluating and caring for a sick family member.
____C18. Explained procedures to follow in providing for the nutritional needs of sick, convalescing, and elderly family members.
____C19. Listed appropriate recreational activities for the sick.
_____20. Identified the characteristics and care associated with the different types of handicapped conditions.
____C21. Identified skills needed in caring for a terminally ill family member.
____C22. Identified alternatives to home health care.

____C23. Identified types of home emergencies.
____C24. Described and demonstrated simple first-aid procedures.
____C25. Identified community resources for assistance with emergencies.
_____26. Listed risks involved in present lifestyles.
____C27. Related the effects of drug abuse and smoking on physical well-being.
____C28. Explained the effects of indiscriminate sexual activity as it relates to the spread of sexually transmitted diseases.

FOODS AND NUTRITION

STUDENT PERFORMANCE RECORD

FOODS AND NUTRITION

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

_____C1. Compared a professional to a paraprofessional.
_____C2. Identified a professional career.
_____C3. Identified a professional job.
_____C4. Listed the basic food groups.
_____C5. Identified the number of recommended daily servings from each food group.
_____C6. Named foods in each food group.
_____C7. Named the basic nutrients.
_____C8. Explained the function of each basic nutrient.
_____C9. Identified basic equipment in the lab.
_____C10. Differentiated between liquid and dry ingredients and demonstrated proper method for measuring each.
_____C11. Defined basic recipe terms and abbreviations.
_____C12. Identified common safety hazards in the kitchen.
_____C13. Planned a nutritiously balanced and appealing menu.
_____C14. Identified basic components of a label.
_____C15. Prepared nutritional and appealing foods, practiced safety and sanitation.
_____C16. Demonstrated basic table setting techniques.
_____C17. Described types of table service.
_____C18. Demonstrated basic table etiquette.

HOUSING

STUDENT PERFORMANCE RECORD

165

HOUSING

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

_____C1. Recognized primitive types of shelter.
_____C2. Identified basic housing styles.
_____C3. Listed basic human needs that housing fulfills.
_____C4. Identified factors to consider in selecting a location for a house.
_____C5. Identified zones in a house.
_____C6. Identified space needed when selecting a house.
_____C7. Listed types of housing available today.
_____C8. Selected the best type of lot for a given house plan.
_____C9. Identified blueprint symbols.
____C10. Identified criteria for judging an energy-efficient house.
____C11. Defined "building code".
____C12. Listed the elements of design.
____C13. Listed the principles of design.
____C14. Identified factors to consider in decorating a room.
____C15. Listed advantages of owning a house.
____C16. Listed disadvantages of owning a house.
____C17. Listed factors to consider when deciding how much you can afford to spend on housing.
____C18. Estimated how much to spend on financing a house.
____C19. Named types of mortgage loans.
____C20. Listed personal resources useful in managing a house.
____C21. Identified steps in planning a routine for home management.
____C22. Listed expected internal and external maintenance tasks involved in house ownership.
____C23. Recognized the characteristics of quality furniture.
____C24. Identified special housing needs of the aged.
____C25. Identified special housing needs of the handicapped.
____C26. Identified special housing needs of children.
____C27. Identified job opportunities in the field of housing.